DOCUMENT RESUME

ED 082 134 CS 000 724

| | |
|---|---|
| TITLE | Maine Township Diagnostic Center, End of Project Report. Volume I. |
| INSTITUTION | Maine Township Diagnostic and Remedial Learning Center, Park Ridge, Ill. |
| SPONS AGENCY | Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Illinois State Office of the Superintendent of Public Instruction, Springfield. |
| PUB DATE | 31 Jul 70 |
| GRANT | OEG-3-7-703128-4821 |
| NOTE | 269p. |
| EDRS PRICE | MF-$0.65 HC-$9.87 |
| DESCRIPTORS | *Communication Skills; *Dropouts; *Inservice Teacher Education; Parent Participation; Parent School Relationship; Reading Diagnosis; Reading Improvement; Reading Skills; *Remedial Reading Programs |
| IDENTIFIERS | *Elementary Secondary Education Act Title III; ESEA Title III |

ABSTRACT

The Maine Township Diagnostic and Remedial Learning Centers were established to provide educational, diagnostic, and remedial services to selected students who were so handicapped by their inability to make use of the communications skills, particularly reading and writing skills, that their school experience became one of frustration and failure. Based on these needs the centers proposed: (1) to identify the student working below capacity, diagnose his problem, and prescribe remedial work to enable him to reach his potential; (2) to provide inservice training to better enable teachers to recognize such students; (3) to provide an information and advisory service for parents; and (4) to identify and provide remedial work to help reclaim potential dropouts. Expanded objectives, detailed analysis of staffing and costs, and a narrative evaluation are included in the report. (TO)

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ED 082134

# END OF PROJECT REPORT

Maine Township
Diagnostic Learning Center
33 So. Prospect
Park Ridge, Ill.

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TITLE III E.S.E.A.
Project No. OEG-3-7-703128-4821
Illinois Grant No. 102-3-70

Maine Township High School District No. 207
1131 Dee Road
Park Ridge, Ill. 60068
Telephone: (Area 312) 696-3600

Dr. Richard R. Short, Superintendent
Mr. Ralph J. Frost, Assistant Superintendent
Dr. Thomas V. Telder, Project Director

July 31,1970

CS 000 724

# END OF PROJECT REPORT

## Volume I

Statistical . . . . . PART I

Narrative Report . . . . . PART II
(Section I through VII)

Final Expenditure Report . . . . . PART III
(OSPI 45-03-103)

# PART I: Statistical

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
RAY PAGE, SUPERINTENDENT
ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

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SECTION I - PROJECT INFORMATION

A. REASON FOR SUBMISSION OF THIS FORM (Check one)

1. ___ Initial application for Title III Grant
2. ___ Resubmission
3. ___ Application for Continuation Grant
4. _X_ End of budget period report

B. ILLINOIS GRANT NUMBER
102-3-70
In all cases except initial application, give assigned Illinois Grant number

C. MAJOR DESCRIPTION OF PROJECT: (Check one)

1. ___ Innovative
2. ___ Exemplary
3. _X_ Adaptive

D. TYPE (s) OF ACTIVITY (Check one or more)

1. ___ Planning of Program
2. ___ Planning of Construction
3. _X_ Conducting Pilot Activities
4. _X_ Operation of Program
5. ___ Construction
6. ___ Remodeling

E. PROJECT TITLE (5 Words or Less)

Maine Township Diagnostic Learning Center

F. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT.

Teacher in-service demonstration center developed for the training of teachers in understanding the learning process, learning problems of children, remedial approaches and the latest innovations and curriculum materials.

| | |
|---|---|
| G. NAME OF COUNTY<br>Cook | H. CONGRESSIONAL DISTRICT<br>10th |
| I. NAME OF APPLICANT (Administrative District)<br>Maine Township<br>High School District No. 207 | J. ADDRESS (Number, Street, City)<br>1131 So. Dee Road<br>Park Ridge, Ill.<br>Zip Code 60068 Area Code 312 Phone Number 696-3600 |
| K. NAME OF PROJECT DIRECTOR<br>Dr. Thomas V. Telder | L. ADDRESS (Number, Street, City)<br>33 So. Prospect<br>Park Ridge, Ill.<br>Zip Code 60068 Area Code 312 Phone Number 692-4222 |
| M. NAME OF SUPERINTENDENT (Administrative Dist.)<br>Dr. Richard R. Short | N. ADDRESS (Number, Street, City)<br>1131 So. Dee Road<br>Park Ridge, Ill.<br>Zip Code 60068 Area Code 312 Phone Number 696-3600 |
| SIGNATURE OF SUPERINTENDENT (Administrative District) | DATE SUBMITTED<br>July 31,1970 |

tion I - Continued

O. Complete if the Proposal is Considered to be a Handicapped and/or Demonstration Program

1. ____ Program for Handicapped _____ Percentage of Expenditures for Handicapped
2. X Demonstration Program 100% Percentage of Expenditures for Demonstration
3. ____ Both
4. ____ Not Applicable

P. List the Number of Each Congressional District Served one

Q. 1. 1 Total Number of Counties Served
2. 5 Total Number of School Districts Served
3. 135,000 Total Estimated Population in Geographic Area Served

R. 1. $ 712 Average Per Pupil (ADA) Expenditure (first preceding year)
2. 767 Average Per Pupil (ADA) Expenditure (second preceding year)

S. Distribution of money by areas served

1. ____ Inner City
2. ____ Geographically Isolated Areas
3. ____ Program for Minority Group
4. ____ Pre-Kindergarten Program
5. ____ Program for Handicapped
6. X Other

T. Of the Total Number of Persons Served Give the Percentage of Children which come from Families with Annual Incomes of:
1. ____ % $2000 or less 2. ____ % $2001-$3000 3. 100% % over $3000

SECTION II - BUDGET SUMMARY FOR PROJECT (Include amount from item G 3 below)

| | PREVIOUS ILLINOIS GRANT NUMBER | BEGINNING DATE (Month, Year) | ENDING DATE (Month, Year) | FUNDS REQUESTED |
|---|---|---|---|---|
| A. Initial Application or Resubmission | | 7-1-67 | 2-28-69 | $ 364,890 |
| B. Application for First Continuation Grant | | 3-1-69 | 6-30-69 | 130,913 |
| C. Application for Second Continuation Grant | | 7-1-69 | 6-30-70 | 161,301 |
| D. Total Title III Funds | | | | $ 657,104 |
| E. End of Budget Period Report | | | | |

Complete only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

F. Type of Function (Check applicable lines)

1. X REMODELING OF FACILITIES
2. ____ CONSTRUCTION OF FACILITIES
3. X LEASING OF FACILITIES
4. ____ ACQUISITION OF REBUILT-IN EQUIPMENT
5. ____ ACQUISITION FACILITIES

G. 1. 2900' TOTAL SQUARE FEET IN THE PROPOSED
2. 2900' TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR
3. $7,200 AMOUNT OF TITLE FUNDS REQUESTED

## SECTION III-ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

A.

| | | GRADES | | | | | | | ADULT exclude teachers | OUT OF SCHOOL YOUTH | TOTALS | STAFF MEMBER ENGAGED IN IN-SERVICE TRAINING PROJECTS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PRE-K | K | 1 | 2 | 3 | 4-6 | 7-12 | | | | |
| 1. School Enrollment in Geographic Area Served | (a) Public | | 2813 | 2358 | 2456 | 2531 | 7096 | 15,503 | | | 32,757 | |
| | (b) Non-Public | | | 675 | 762 | 735 | 2196 | 4,402 | | | 8,770 | |
| 2. Persons Participating in Project | (a) Public | | 550 | 590 | 575 | 600 | 1000 | 1,400 | | | 4,295 | 8 |
| | (b) Non-Public | | | 170 | 195 | 210 | 330 | 360 | | | 1,265 | |
| | (c) Not Enrolled | | | | | | | | | | | |

B. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item above)

| WHITE | NEGRO | AMERICAN INDIAN | PUERTO RICAN | ORIENTAL | MEXICAN AMERICAN | OTHER (Specify) | TOTAL |
|---|---|---|---|---|---|---|---|
| 5,170 | 75 | | 20 | 30 | | | 5,295 |

C. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

| PARTICIPANTS | RURAL | | METROPOLITAN AREA | | |
|---|---|---|---|---|---|
| | FARM | NON-FARM | CENTRAL-CITY LOW SOCIO-ECONOMIC AREA | SUBURBAN | OTHER |
| PERCENT OF TOTAL NUMBER SERVED | | | | 100% | |

## SECTION IV-PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

A. PERSONNEL PAID BY TITLE III FUNDS

| TYPE OF PAID PERSONNEL | REGULAR STAFF ASSIGNED TO PROJECT | | | NEW STAFF HIRED FOR PROJECT | | |
|---|---|---|---|---|---|---|
| | FULL-TIME | PART-TIME | FULL TIME EQUIVALENT | FULL-TIME | PART-TIME | FULL-TIME EQUIVALENT |
| 1. ADMINISTRATION SUPERVISION | | | | 2 | | 2 |
| 2. TEACHER: (a) Pre-Kindergarten | | | | | | |
| (b) Kindergarten | | | | | | |
| (c) Grades 1-6 | | | | | | |
| (d) Grades 7-12 | | | | 4 | | 4 |
| (e) Other | | | | | | |
| 3. SUBJECT-MATTER SPECIALISTS (Artists, Scientists, Musicians) | | | | | | |
| 4. TECHNICIANS (Audiovisual, Computer Specialists) | | | | | | |
| 5. PUPIL PERSONNEL WORKERS (Counselors, Psychologists, Social Workers) | | | | 2 | | 2 |
| 6. MEDICAL AND PSYCHIATRIC PERSONNEL | | | | | | |
| 7. RESEARCHERS, EVALUATORS | | | | | | |
| 8. PLANNERS AND DEVELOPERS | | | | | | |
| 9. DISSEMINATORS (Writers, Public Relations Personnel, Editors) | | | | | | |
| 10. OTHER PROFESSIONAL | | | | | | |
| 11. PARA-PROFESSIONAL (Teacher Aids) | | | | | | |
| 12. OTHER NON-PROFESSIONAL (Clerical, Bus Drivers) | | | | 2 | 1 | 2.5 |

B. CONSULTANTS TO BE PAID BY TITLE III FUNDS

1. Total Number Retained
2. Total Calendar Days Retained 8

SECTION V - SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES - ALL PROJECTS ACTIVE DURING FISCAL YEAR - TOTAL NUMBER OF PARTICIPANTS (Persons May Be Counted More Than Once)

| A. MAJOR PROGRAMS OR SERVICES | NUMBER OF PUPILS BY GRADE LEVEL | | | | ADULT | OUT OF SCHOOL YOUTH | NUMBER OF NON-PUBLIC PUPILS | ESTIMATED COST (Amount may overlap) |
|---|---|---|---|---|---|---|---|---|
| | PRE-K | K | 1-6 | 7-12 | | | | |
| 1. Develop, Plan, Evaluate, or Disseminate Activities | | 180 | 390 | 7,810 | | | 55 | |
| 2. Better Utilization of In-Service Education of Instructional Personnel | | 3 | 13 | 70 | | | | |
| 3. Program for Institutional Improvement (Organization, Administration) | | | | 4,350 | | | | |
| 4. Education Centers Serving a Large Area | | | | | | | | |
| 5. Improve or Expand Curriculum | | | | | | | | |
| Arts (Music, Theater, etc.) | | 180 | 275 | 120 | | | | |
| Language Arts | | 180 | 310 | 2,880 | | | | |
| Foreign Languages | | | | 240 | | | | |
| Mathematics | | 180 | 390 | 310 | | | | |
| Science | | 180 | 390 | 720 | | | | |
| Social Studies/Humanities | | 180 | 390 | 330 | | | | |
| Vocational/Industrial Arts | | | | 550 | | | | |
| Other-Specify | | | | 650 | | | | |
| 6. Educational Technology Media | | | | | | | | |
| Computers | | | | | | | | |
| TV/Radio | | | | | | | | |
| Other-Specify Audio/Vis. | | 180 | 390 | 7,810 | | | | |
| 7. Improve Classroom Instruction | | | | | | | | |
| Flexible Schedule, Individual Instruction | | 180 | 390 | 7,810 | | | | |
| Other-Specify | | | | | | | | |
| 8. Remedial and Special Education | | | | | | | | |
| Handicapped | | | | 235 | | | | |
| Gifted | | | | 115 | | | | |
| Remedial Reading | | | 30 | 240 | | | | |
| Speech and Hearing | | | | | | | | |
| Other-Specify Emot.Dist. | | | | | | | 10 | |
| 9. Pupil Personal Services | | | | | | | | |
| Guidance | | | | | | | | |
| Social Work | | | | | | | | |
| Health | | | | | | | | |
| Psychological | | | | | | | | |
| Attendance | | | | | | | | |
| 10. Community Service or Participation | 150 | 245 | 580 | 1,110 | | | | |
| 11. Meeting Critical Educational Needs | | | | | | | | |
| Central City | | | | | | | | |
| Georgraphically Isolated | | | | | | | | |
| Minority Groups | | | | | 15 | | | |
| Early Childhood | | 180 | | | | | | |
| 12. Summer Programs | | | | | | | | |

PART II: Narrative Report

## PART II - NARRATIVE REPORT

### SECTION I AND II - PROGRAM OBJECTIVES AND EVALUATION

July 1,1967 - June 30, 1970

The Maine Township Diagnostic and Remedial Learning Centers were established to provide educational, diagnostic, and remedial services to selected students in Maine Township who were so handicapped by their inability to make use of the communications skills, particularly reading and writing skills, that their school experience became one of frustration and failure. Based on these needs the Diagnostic and Remedial Learning Centers proposed:

(1) to identify the student working below capacity;

(2) to diagnose the problem limiting his achievement;

(3) to prescribe remedial work to bring him up to his potential;

   a. specialized remedial work outside the normative class situation

   b. remedial work to be conducted within the regular classroom

(4) to provide in-service training to teachers and other educational personnel to make them more able to recognize and work with the child in the classroom;

(5) to provide an information and advisory service for parents, to insure their understanding and receive their cooperation in aiding the child;

(6) to identify and provide remedial work to help reclaim the potential dropout who almost invariably has learning difficulty in communication skills.

In order to implement the foregoing objectives of the project, a Diagnostic Learning Center was established in rented facilities which were centrally located to township schools.

Remedial Learning Centers were then established in the high school district and three cooperating elementary districts.

The objectives of the Maine Township Diagnostic and Remedial Learning Center as outlined in the original proposal were clear but rather broadly stated. Consequently, the actual implementation of the objectives in behavioral terms needed continuous evaluation and revision. Was the project making the most effective use of time, effort, personnel, and funds in accomplishing its stated tasks? In order to find an answer to this question a professional consultant from Northern Illinois University was contacted to assist the Learning Center staff in performing a functional analysis of the project through the application of Program Evaluation and Review Techniques (PERT). This analysis then became a study of how the staff was actually expending their time and efforts. Information was gathered through observation of the staff by the evaluator in the respective center setting; and in-depth interviewing of the staff, cooperating administrators, and teachers. The outcome of this study was beneficial in drafting the organizational plans for development of the project and the operative objectives for Phase II. These organizational plans and objectives were then presented to the total staff for their reactions and recommendations. These recommendations were incorporated in the study and presented to a combined meeting of selected staff members and an advisory committee of teachers from cooperating school districts. The analysis was revised again and presented

to the Title III Advisory Council of Superintendents at two administrative level meetings for their reactions, recommendations and eventual approval. This procedure which was undertaken during Phase I of the project produced the following list of operational objectives for Phase II.

# OBJECTIVES OF THE DIAGNOSTIC AND REMEDIAL LEARNING CENTER PROGRAM

1. Identification-Diagnosis

   1.1 Identification and screening of all students in the model schools working below capacity because of the following difficulties:

      1.11 Children with neurological learning deficits below the prescribed level of performance in one or more of the following areas. The prescribed level of performance will be determined after the collection of relevant data.

         VISUAL
           Discrimination
           Recall
           Sequencing
           Motor
         AUDITORY
           Discrimination
           Recall
           Sequencing

      1.12 Children with emotional problems that interfere with their ability to learn as determined by the teacher and/or teacher consultant in consultation with the background psychological-psychiatric services of the Diagnostic and Remedial Learning Center.

      1.13 Children with reading deficiencies in classroom performance in spelling, reading, arithmetic as determined by the classroom teacher, and the teacher-consultant by the use of diagnostic procedures of the Diagnostic and Remedial Learning Center.

   It is understood that children with learning difficulties often possess deficits in more than one of the above areas and identification on one segment may lead to identification of deficits in other areas.

2. Remediation

   2.1 Learning Abilities

   Following the diagnosis of learning difficulties a major objective is to provide specific remedial curriculum activities for the children in those areas where weakness is found. Compensatory activities will be planned for the areas in which the child shows strength.

2.11 A random selection of cases will be re-tested following remediation to determine any changes in the child's learning abilities in the following areas:

VISUAL
- Discrimination
- Recall
- Sequencing
- Motor

AUDITORY
- Discrimination
- Recall
- Sequencing

ASSOCIATIVE AND CONCEPTUAL
- Visual and auditory association

2.2 Academic Abilities

The remedial and/or compensatory curriculum activities should influence the child's learning in a positive direction. Another objective is the improvement in the child's grade placement as measured by a standard achievement test.

2.21 All children seen by the Title III teachers for remediation will be tested pre and post remediation in reading, arithmetic, and spelling to assess changes in achievement.

2.3 Personality Variables

Another major goal of the remediation program is to bring about an improvement in the childrens' self concept. Some Title III staff will see children in small groups for the purpose of helping these children cope more appropriately with social and academic school problems.

2.31 A personality questionnaire will be administered during the first week and during the last week of the group meetings. Changes between the two assessments will be indicative of the influence of the group, when matched with a control group not involved in the Title III project.

3. In-service Training Program for Classroom Teachers

As a result of the in-service training program each classroom teacher in the model schools should have a:

3.1 Knowledge of the reading and communication problems prevalent in some students and the resultant effect on their learning ability, classroom behavior and future life.

Measurement of teachers in model schools

3.11 Measurement of teacher understanding of reading and communication problems that influence the behavior and performance of children in the classroom.

3.12 Measurement of teacher understanding of the immediate results of such problems on classroom performance, grades, behavior of the student.

3.13 Measurement of teacher understanding of the long-range results of such problems on the student's future academic performance and behavior.

3.14 Measurement of teacher understanding of the vast differences in individuals and the need to treat each child as an individual.

3.2 Knowledge of the objectives and procedures of the model programs of the Diagnostic and Remedial Learning Center.

3.21 Measurement of teacher understanding of the objectives of the D.L.C.

3.22 Measurement of teacher understanding of the procedures of the D.L.C. to solve problems.

3.3 Knowledge of and ability to utilize the identification and screening procedures employed in locating children with specific learning difficulties. (i.e., neurological, emotional)

3.31 Measurement of teacher skill in identifying the student as a referral.

3.32 Measurement of teacher awareness of neurological and emotional symptoms possessed by students through the use of the check list and psycho-educational diagnostic guides

3.4 Knowledge of remedial activities utilized by reading and communication specialists to improve the students ability to learn.

3.41 Measurement of teacher understanding of the purposes and procedures used by specialists in working with the individual student.

3.42 Communication between specialist and teacher.

3.5 Knowledge of and the ability to utilize group activities, individual class work, special assignments, and special materials to improve the student's learning ability within the classroom.

3.51 Measurement of teacher ability to utilize various group activities in the classroom that enhance learning for children with learning difficulties.

3.52 Measurement of teacher ability to utilize individual class work that is specifically designed to account for the learning difficulty of the student and enhance his learning.

3.53 Measurement of teacher ability to provide special homework assignments that enhance learning for children with learning difficulties.

3.6 Knowledge of the role of the teacher-consultant and the ability to provide an interaction between the classroom activities and the Diagnostic and Remedial Learning Center program.

3.61 Measurement of teacher understanding of the role of the teacher-consultant.

3.62 Measurement of the degree of interaction between teacher-consultant and classroom teacher.

## EVALUATION OF STUDENTS RECEIVING REMEDIAL SERVICES FROM TITLE III

Phase II - July 1, 1968 - June 30, 1969

In the fall of 1968 those students that were screened, diagnosed and accepted for remedial training were given tests prior to their entering remediation. When remediation was complete, or at the end of the 1969 school year, if the students were still in remediation the same tests were again administered to determine what change, if any, occurred in the achievement level of those youngsters.

In defining a remedial group our research data includes a composite of the following types of remedial situations:

1. Students seen one period per day five days a week.
2. Students seen one period per day two or three days a week.
3. Students seen fifteen or twenty minutes a day five days a week.
4. Students seen fifteen or twenty minutes a day two or three days a week.
5. Students not actually seen by a Title III remedial teacher, but a student a Title III teacher prescribed remedial programs or material to be used by the classroom teacher.
6. Students seen in small group, two to eight children, for remediation one period a day for several days per week.

We did not feel that it was worth the expenditure of time and effort to separate these groups for determination of differential

effectiveness since it was our objective to evaluate the total program. It was more important for us to devote time and energy into developing the remedial program than in developing an intensive research operation. We feel the combined groups give a general overall picture of the effectiveness of all remedial activities.

The tests administered were the Wide Range Achievement Tests in tne areas of arithmetic and spelling. This test was administered for all grade levels. The Gates-MacGinitie Reading Test was administered to those students in the first grade through eighth grade. The Diagnostic Reading Test, survey section, was administered to students in the ninth through the twelfth grades.

The results of the pre and post-testing are available in the following tables. The tables are based on the number of months the various groups of children were in the remedial situation. It was felt that it was best to keep those students who had been in remediation four months separate from those who had been in remediation five months, etc., to get a clear comparative picture. It is also possible to get some idea whether longer remediation can produce greater change than short term remediation. With the Gates and the Wide Range Tests the population was selected in the following manner:

Students who scored below their grade level in all or any one of the areas of arithmetic, spelling and reading were judged in need of remediation in those areas. If the student scored above his grade level in any of the sub-tests mentioned he was not included in the research data, as it was felt that this student did not need remediation in that particular area. In the case of the high school group utilizing the Diagnostic Reading Test, all students were included regardless of their percentile score. Measurement was simply made between pre and post-percentile.

Evaluation Procedure

In each of the remedial groups the difference between pre and post testing was calculated. These calculations are expressed in the range of scores, from the greatest regression in achievement to the highest progression in achievement between the two testings, and the mean change for each group. It was not possible to combine the mean changes for all the scores because of the different lengths of remediation for the children. Hence, the statistical breakdown has been computed for groups from four months of remediation up to eight months of remediation separately. As a further refinement, with each remedial group the differences were broken down into three main areas designating loss in achievement, no improvement and considerable improvement. The criteria for these three areas is based on the amount of change between pre and post testing. If the gain in academic achievement per remedial group is the same number of months gained as the number of month's remediation was required, or better, it qualified for the considerable improvement group. The no improvement group covers the range of one and two months' gain below the number of months in actual remediation. The loss of achievement group covers those students who failed to gain at least three months below the number of actual months in remediation. As an example, a student who was in remediation eight months and gained ten months in achievement would be placed in the Considerably Improved

Group. Had he gained only seven months he would be included in the No Change Group, and if he gained only five months he would be in the Loss of Achievement Group. This formula is predicated on the belief that those children who are behind in grade placement and gain in the number of months in achievement equivalent to the number of months seen for remediation, or above, are catching up on lost academic ground. As demonstrated by the pre achievement test and previous school records, these students were unable in the past to match academic achievement month for month with the number of months of schooling. Those students who come within a two months' gain of the number of months they have been in remediation are probably holding their own. Those students who failed to gain at least three months below the number of months in remediation have regressed in their academic achievement.

With regard to the Diagnostic Reading tests for the 9th through 12th grades all those students who gained six percentiles or better were included in the Considerably Improved Group. Those students who gained from zero to five points were included in the No Change Group and those students who lost in percentile were included in the Loss of Achievement Group.

In computing the mean differences, they were broken down into two major groups. The Expected Level of Improvement Group is defined as having gained at least the number of months in

achievement that the child was in remediation. A child in remediation four months should have gained at least four months, or better, to be included in the expected group. The other group is Below the Expected Group. A child who was in remediation four months, but gained only three months on the achievement test was included in the Below the Expected Group.

Discussion

Table 22 indicates that 61% of the students improved in academic achievement considerably. Only 14% showed no improvement, while 25% regressed in academic achievement. Table 23 demonstrates that all but five of the 35 remedial groups showed academic gains at the expected level, or above, in the Wide Range Achievement and Gates-MacGinitie pre and post testing. Clearly, the implications from this data support the hypothesis that tutorial help for children with learning difficulties can help the majority of them improve in their achievement compared to their past performance. While our data cannot tell us the precise factors that bring about this improvement we are at least comforted in the demonstration that the children were helped with their school work. It would require much more sophisticated research to be able to isolate and determine the precise factors that go into helping the students, and that would be beyond the scope and purpose of this Title III project.

It is interesting to note that more students showed regressed academic achievement than no improvement. In fact, there appeared to be a tendency for groupings to occur at each end of the spectrum, either at the low end or the high end, with fewer students falling in the middle. It would appear that with remediation we find essentially two groups of students, the first that responds well to remediation and the second group that, in spite of remediation, little is accomplished. In terms of future remedial programs, it would be greatly important to be able to determine in advance which students respond well to remediation, and which do not.

In looking at the specific areas of remediation we find that Table 18 reveals that according to the Gates-MacGinitie testing, in the kindergarten through sixth grade group accuracy is the one area that is easiest to remediate. Comprehension was slightly more difficult and vocabulary appeared to be the most difficult area to remediate. The same configuration holds true for the seventh through twelfth grades, as noted in Table 20. Here, vocabulary appears to be not as difficult to remediate and comprehension appears to be more difficult. These results are probably not too unusual, since vocabulary and comprehension require more complex skills in reading than the skills going into the accuracy scores. The improved accuracy probably reflects the increased ability of the child to recognize more carefully written symbols.

Tables 17 and 19 show that on the Wide Range Achievement Test, arithmetic lends itself to remediation better than spelling. In both the kindergarten through sixth grade, and some through twelfth grades, this was consistent. However, the differences between the two groups were not particularly dramatic.

Some rather interesting differences occurred in the changes of achievement levels between the group from kindergarten through sixth grade, as compared to the group from seventh grade through high school. It appears that in spelling and arithmetic, the junior and senior high groups improved more readily than the elementary group. However, on the three areas of reading, as measured by the Gates-MacGinitie Reading Test, the junior high school group showed a greater increment in all three areas of accuracy, comprehension and vocabulary, as compared to the elementary group. This was somewhat of a surprise, as was suspected the longer the child was in school the more difficult it would be to remediate his learning problems. We anticipated finding a greater number of students improving at the lower levels than at the higher levels. However, our prediction was both out with regard to the high school group. The percentage of increase on the Diagnostic Reading Test for the high school group was the lowest of all three groups, and when it came to reading they appeared to be the one group that was most resistant to improvement.

Displayed in the following tables is the statistical analysis of the change that occurred between pre and post-testing in each group, depending on the number of months of remediation.

TABLE I

FOUR MONTHS OF REMEDIATION

KINDERGARTEN THROUGH SIXTH GRADE

WIDE RANGE ACHIEVEMENT TEST

Arithmetic

35 students
4 lost months
31 gained months

5 one month and below gain
11 two and three months gain
19 four months and over gain

range 6 months loss to 2 years 5 months gain
average gain 5 months

Spelling

48 students
1 lost month
47 gained months

4 one month and below gain
13 two and three months gain
31 four months and over gain

range 8 months loss to 2 years 4 months gain
average gain 6.3 months

TABLE II

FIVE MONTHS OF REMEDIATION

KINDERGARTEN THROUGH SIXTH GRADE

WIDE RANGE ACHIEVEMENT TEST

Spelling

1 student
9 months gain

Arithmetic

1 student
1 year 4 months gain

TABLE III

SEVEN MONTHS OF REMEDIATION

KINDERGARTEN THROUGH SIXTH GRADE

WIDE RANGE ACHIEVEMENT TEST

Spelling

23 students
4 lost months
19 gained months

8 four months gain and below
5 five and six months gain
10 seven months gain and above

range 7 months loss to 2 years 3 months gain
average gain 6 months

Arithmetic

24 students
2 lost months - .45 average
22 gained months - 1.22 years average

7 four months gain and below
2 five and six months gain
15 seven months gain and above

range 6 months loss to 3 years 7 months gain
average gain 1 year 8 months

## TABLE IV

## EIGHT MONTHS OF REMEDIATION

## KINDERGARTEN THROUGH SIXTH GRADE

## WIDE RANGE ACHIEVEMENT TEST

### Spelling

| | |
|---|---|
| 37 students | 4 four months gain and below |
| 1 lost month | 10 five through seven months gain |
| 36 gained months | 23 above eight months gain |

range 6 months loss to 3 years 7 months gain
average gain 1 year 8 months

### Arithmetic

| | |
|---|---|
| 26 students | 5 four months gain and below |
| 2 lost months | 2 five through seven months gain |
| 24 gained months | 19 above eight months gain |

range 8 months loss to 6 years 9 months gain
average gain 1 year 2 months

TABLE V

FOUR MONTHS OF REMEDIATION

KINDERGARTEN THROUGH SIXTH GRADE

GATES-MacGINITIE READING TESTS

Accuracy

| | |
|---|---|
| 12 students | 1 one month and below gain |
| 1 lost month | 3 two and three months gain |
| 11 gained months | 8 four months and over gain |

range .4 years loss to 1 year 4 months gain
average gain 6.4 months

Comprehension

| | |
|---|---|
| 22 students | 5 one month and below gain |
| 5 lost months | 8 two and three months gain |
| 17 gained months | 9 four months and over gain |

range 7 months to 1 year 2 months gain
average gain 2.9 months

Vocabulary

| | |
|---|---|
| 20 students | 2 one month and below gain |
| 2 lost months | 4 two and three months gain |
| 18 gained months | 14 four months and over gain |

range 9 months loss to 2 years 2 months gain
average gain 7.1 months

TABLE VI

FIVE MONTHS OF REMEDIATION

KINDERGARTEN THROUGH SIXTH GRADE

GATES-MacGINITIE READING TESTS

Accuracy

| | |
|---|---|
| 30 students | 9 two months gain and below |
| 9 lost months | 1 three through four months gain |
| 21 gained months | 20 five months gain and above |

range 1 year 9 months loss to 4 years 4 months gain
average gain 1 year 2 months

Comprehension

| | |
|---|---|
| 36 students | 9 two months gain and below |
| 4 lost months | 1 three through four months gain |
| 32 gained months | 26 five months gain and above |

range 1 year loss to 2 years 6 months gain
average gain 8.5 months

Vocabulary

| | |
|---|---|
| 30 students | 10 two months gain and below |
| 8 lost months | 5 three through four months gain |
| 22 gained months | 15 five months gain and above |

range 1 year 2 months loss to 2 years and three months gain
average gain 6 months

TABLE VII

SEVEN MONTHS OF REMEDIATION

KINDERGARTEN THROUGH SIXTH GRADE

GATES-MacGINITIE READING TESTS

Accuracy

| | |
|---|---|
| 22 students | 8 four months gain and below |
| 1 lost month | 1 five and six months gain |
| 21 gained months | 13 seven months gain and above |

range 1 year 6 months loss to 4 years 4 months gain
average gain 1.05 years

Comprehension

| | |
|---|---|
| 27 students | 13 four months gain and below |
| 7 lost months | 1 five and six months gain |
| 20 gained months | 13 seven months gain and above |

range 8 months loss to 3 years 5 months gain
average gain 6.1 months

Vocabulary

| | |
|---|---|
| 25 students | 8 four months gain and below |
| 4 lost months | 5 five and six months gain |
| 21 gained months | 12 seven months gain and above |

range 3 months loss to 6 years 7 months gain
average gain 9.5 months

TABLE VIII

EIGHT MONTHS OF REMEDIATION

KINDERGARTEN THROUGH SIXTH GRADE-

GATES-MacGINITIE READING TESTS

Accuracy

6 students
0 lost months
6 gained months

2 five months gain and below
2 six and seven months gain
2 eight months gain and above

range 2 months gain to two years 2 months gain
average gain 7.1 months

Vocabulary

9 students
1 lost month
8 gained months

3 five months gain and below
0 six and seven months gain
6 eight months gain and above

range 4 months loss to four years gain
average gain 1 year 3 months

Comprehension

11 students
3 lost months
8 gained months

6 five months gain and below
0 six and seven months gain
5 eight months gain and above

range 7 months loss to 2 years 3 months gain
average gain 6.5 months

TABLE IX

FOUR MONTHS OF REMEDIATION

SEVEN THROUGH TWELVE GRADES

WIDE RANGE ACHIEVEMENT TEST

Spelling

| | |
|---|---|
| 24 students | 3 one month gain and below |
| 2 lost months | 0 two and three months gain |
| 22 gained months | 21 four months and over gain |

range 6 months loss to 4 years 1 month gain
average gain 1 year 3.7 months

Arithmetic

| | |
|---|---|
| 24 students | 1 one month gain and below |
| 1 lost month | 4 two and three months gain |
| 23 gained months | 19 four months and over gain |

range 6 months loss to 1 year 9 months gain
average gain 8.1 months

TABLE X

SEVEN MONTHS OF REMEDIATION

SEVEN THROUGH TWELVE GRADES

WIDE RANGE ACHIEVEMENT TESTS

Spelling

| | |
|---|---|
| 4 students | 2 four months gain and below |
| 2 lost months | 0 five and six months gain |
| 2 gained months | 2 seven months gain and above |

range 5 months loss to 2 years gain
average gain 7.5 months

Arithmetic

| | |
|---|---|
| 4 students | 0 four months gain and below |
| 0 lost months | 0 five and six months gain |
| 4 gained months | 4 seven months gain and above |

range 8 months gain to 9 months gain
average gain 8.5 months

TABLE XI

EIGHT MONTHS OF REMEDIATION

SEVEN THROUGH TWELVE GRADES

WIDE RANGE ACHIEVEMENT TEST

Arithmetic

14 students
2 lost months
1 remained the same
11 gained months

5 five months gain and below
1 six and seven months gain
8 eight months gain and above

range 8 months loss to 6 years 9 months gain
average gain 1 year 3.7 months

Spelling

13 students
1 lost month
12 gained months

3 five months gain and below
1 six and seven months gain
9 eight months gain and above

range 6 months loss to 3 years 7 months gain
average gain 1 year 2.7 months

TABLE XII

FOUR MONTHS OF REMEDIATION

SEVEN THROUGH TWELVE GRADES

GATES-MacGINITIE READING TESTS

Vocabulary

10 students
1 lost month
9 gained months

1 one month gain and below
2 two and three months gain
7 four months gain and above

range 3 months loss to 3 years 3 months gain
average gain 9.7 months

Comprehension

8 students
1 lost month
7 gained months

1 one month gain and below
2 two and three months gain
5 four months gain and above

range 4 months loss to 2 years 7 months gain
average gain 7.2 months

TABLE XIII

FIVE MONTHS OF REMEDIATION

SEVEN THROUGH TWELVE GRADES

GATES-MacGINITIE READING TESTS

Accuracy

16 students
0 lost months
16 gained months

0 two months gain and below
1 three and four months gain
15 five months gain and above

range 4 months gain to 8 years 3 months gain
average gain 2 years and 3.8 months

Vocabulary

16 students
0 lost months
16 gained months

1 two months gain and below
1 three and four months gain
14 five months gain and above

range 4 months gain to 4 years and 1 month gain
average gain 1 year and 6.2 months

Comprehension

14 students
1 lost month
13 gained months

1 two months gain and below
2 three and four months gain
11 five months gain and above

range 7 months loss to 3 years and 1 month gain
average gain 1 year and .09 month

TABLE XIV

SEVEN MONTHS OF REMEDIATION

SEVEN THROUGH TWELVE GRADES

GATES-MacGINITIE READING TESTS

Accuracy

| | |
|---|---|
| 4 students | 2 four months and below gain |
| 2 lost months | 0 five and six months gain |
| 2 gained months | 2 seven months gain and above |

range 6 months loss to 8 months gain
average gain 1 month

Vocabulary

| | |
|---|---|
| 2 students | 0 four months and below gain |
| 0 lost months | 0 five and six months gain |
| 2 gained months | 2 seven months gain and above |

range 2.0 years gain
average gain 2.0 years

Comprehension

| | |
|---|---|
| 4 students | 0 four months and below gain |
| 0 lost months | 0 five and six months gain |
| 4 gained months | 4 seven months gain and above |

range 1 year 7 months gain to 2 years 5 months gain
average gain 2 years 2 months

TABLE XV

FOUR MONTHS OF REMEDIATION

NINE THROUGH TWELVE GRADES

DIAGNOSTIC READING TESTS

General Reading

| | |
|---|---|
| 32 students | 14 no percentile gain or below |
| 12 lost in percentile | 3 one through five percentile gain |
| 2 no change | 15 six percentile and above gain |
| 18 gained | |

range .22 loss to .80 gain
mean .199 percentile gain

Vocabulary

| | |
|---|---|
| 40 students | 16 no percentile gain or below |
| 11 lost in percentile | 3 one through five percentile gain |
| 5 no change | 21 six percentile and above gain |
| 24 gained | |

range .26 loss to .53 gain
mean .093 percentile gain

Comprehension

| | |
|---|---|
| 27 students | 12 no percentile gain or below |
| 11 lost in percentile | 5 one through five percentile gain |
| 1 no change | 10 six percentile and above gain |
| 15 gained | |

range .47 loss to .61 gain
mean .086 percentile gain

TABLE XVI

SIX MONTHS OF REMEDIATION

NINE THROUGH TWELVE GRADES

DIAGNOSTIC READING TESTS

General Reading

5 students
4 lost in percentile
1 gained

range .28 loss to .14 gain
mean .07 percentile loss

4 no percentile gain or gelow
0 one through five percentile gain
1 six percentile and above gain

Vocabulary

5 students
1 lost in percentile
4 gained

range .03 loss to .57 gain
mean .32 percentile gain

1 no percentile gain or below
0 one through five percentile gain
4 six percentile and above gain

Comprehension

5 students
2 lost in percentile
3 gained

range .32 loss to .66 gain
mean .175 percentile gain

2 no percentile gain or below
1 one through five percentile gain
2 six percentile and above gain

TABLE XVII

TOTAL REMEDIAL GROUPS

KINDERGARTEN THROUGH SIXTH GRADE

WIDE RANGE ACHIEVEMENT TESTS

| | N | Loss of Achievement | No Improvement | Considerable Improvement |
|---|---|---|---|---|
| Spelling | 109 | 16 - (15%) | 28 - (26%) | 65 - (59%) |
| Arithmetic | 86 | 17 - (20%) | 15 - (17%) | 54 - (63%) |
| Total | 195 | 33 - (17%) | 43 - (22%) | 119 - (61%) |

TABLE XVIII

ALL REMEDIAL GROUPS

KINDERGARTEN THROUGH SIXTH GRADE

GATES-MacGINITIE READING TESTS

| | N | Loss of Achievement | No Improvement | Considerable Improvement |
|---|---|---|---|---|
| Accuracy | 70 | 20 - (29%) | 7 - (10%) | 43 - (61%) |
| Comprehension | 96 | 33 - (34%) | 10 - (11%) | 53 - (55%) |
| Vocabulary | 84 | 23 - (27%) | 14 - (17%) | 47 - (56%) |
| Total | 250 | 76 - (30%) | 31 - (13%) | 143 - (57%) |

TABLE XIX

TOTAL REMEDIAL GROUPS

SEVEN THROUGH TWELVE GRADES

WIDE RANGE ACHIEVEMENT TESTS

| | N | Loss of Achievement | No Improvement | Considerable Improvement |
|---|---|---|---|---|
| Spelling | 41 | 8 - (20%) | 1 - ( 2%) | 32 - (78%) |
| Arithmetic | 42 | 6 - (14%) | 5 - (12%) | 31 - (74%) |
| Total | 83 | 14 - (17%) | 6 - ( 7%) | 63 - (76%) |

TABLE XX

TOTAL REMEDIAL GROUPS

SEVEN THROUGH TWELVE GRADES

GATES-MacGINITIE READING TESTS

| | N | Loss of Achievement | No Improvement | Considerable Improvement |
|---|---|---|---|---|
| Accuracy | 20 | 2 - (10%) | 1 - ( 5%) | 17 - (85%) |
| Vocabulary | 28 | 2 - ( 7%) | 3 - (11%) | 23 - (82%) |
| Comprehension | 26 | 2 - ( 8%) | 4 - (15%) | 20 - (77%) |
| Total | 74 | 6 - ( 8%) | 8 - (11%) | 60 - (81%) |

TABLE XXI

TOTAL REMEDIAL GROUPS

SEVEN THROUGH TWELVE GRADES

DIAGNOSTIC READING TESTS

| | N | Loss of Achievement | No Improvement | Considerable Improvement |
|---|---|---|---|---|
| General Reading | 37 | 18 - (49%) | 3 - ( 8%) | 16 - (43%) |
| Vocabulary | 45 | 17 - (38%) | 3 - ( 7%) | 25 - (55%) |
| Comprehension | 32 | 14 - (44%) | 6 - (19%) | 12 - (37%) |
| Total | 114 | 49 - (43%) | 12 - (11%) | 53 - (46%) |

TABLE XXII

TOTAL REMEDIAL GROUPS

KINDERGARTEN THROUGH HIGH SCHOOL

GATES-MacGINITIE, WIDE RANGE ACHIEVEMENT

TEST, DIAGNOSTIC READING TESTS

| | Loss of Achievement | No Improvement | Considerable Improvement |
|---|---|---|---|
| Total 716 | 178 - (25%) | 100 - (14%) | 438 - (61%) |

TABLE XXIII

REMEDIAL GROUP MEANS

| | Groups with average gains at or above expected level | Groups with averages below the expected level |
|---|---|---|
| GATES-MacGINITIE READING TESTS | | |
| Accuracy | 5 | 1 |
| Comprehension | 6 | 2 |
| Vocabulary | 6 | 1 |
| WIDE RANGE ACHIEVEMENT TESTS | | |
| Spelling | 6 | 1 |
| Arithmetic | 7 | 0 |
| TOTAL | 30 | 5 |

# EVALUATION OF THE IN-SERVICE TRAINING PROGRAM FOR CLASSROOM TEACHERS

Phase II - July 1, 1968 - June 30, 1969

## Introduction

A major objective of the second year of operational activities of the Maine Township Diagnostic and Remedial Learning Center Program is stated in the application for continuation as "(2) to provide in-service training to increase teacher competence in helping disabled learners." The rationale behind this objective is consistent with the overall program philosophy that much of the identification and remediation necessary for children with learning difficulties can be accomplished in the classroom by the regular teacher. In fact, the work of properly trained teachers in the earlier grades will function as a preventive measure before serious learning problems can develop.

## Behavioral Objectives

For purposes of evaluation the objectives for Phase II of the program were further refined and stated in terms of behavior, knowledge or attitudes that the teacher was expected to have at the conclusion of the program. These behavioral objectives provided a checklist of individual teacher accomplishments that could be evaluated by various measures

and thus indicate the degree of success or failure of the program.

The behavioral objectives for the In-Service Training Program are presented elsewhere in the report and each specific item will be analyzed in the following section on Evaluation Results. The six major headings of the objectives are paraphrased as follows:

1. Knowledge of problems prevalent in children with learning disabilities.
2. Knowledge of the objectives and procedures of the DLC Program.
3. Ability to utilize identification procedures.
4. Ability to provide remedial measures to individual students.
5. Ability to provide group activities and special work to help the students.
6. Knowledge of the function of and ability to use the teacher-consultant.

## Methods of Evaluation

The means used to evaluate the results of the In-Service Training Program are complicated by the following three factors:

1. While results of the in-service training program are evident in the daily activities of the teacher, they are usually not isolated instances but instead are blended into the classroom routine and thus harder to observe. The results may not be evident immediately or at any predictable time in the future. They may not manifest themselves for two or more years. In brief, the ultimate pay-off of the training program results in a difference in what

the teacher does in the classroom, but because of various reasons this is more difficult to measure than a paper and pencil test.

2. The nature of the program objectives does not lend itself to any standardized tests that would measure the knowledge, skills and beliefs involved and therefore locally constructed instruments were used. These instruments are not standardized and the results are predictable only to the degree the instruments are valid and reliable.

3. The degree to which the teachers already possessed the knowledge and skill being measured and held the attitudes deemed necessary before entering the program is difficult to obtain. A comparison to the previous year's results and a comparative rating of knowledge skill, and attitude before and after the program yields this information, but the factors being measured are so enmeshed in the teachers' general knowledge and experience it is difficult to obtain a precise measure in this area.

To overcome these limitations, the means of evaluation were varied so as to obtain information in several different forms. The evaluation techniques were also aimed at observing the teacher and DLC staff member in actual working situations. Discussion of the classroom activities of the teacher to determine the degree of implementation of certain factors was also utilized when class observation was difficult to arrange.

The following means of evaluation were utilized:

Participant-Observation

The evaluator observed teachers in their classroom activities, teachers in group meetings, teachers working with

DLC staff members, teachers in parent groups, and DLC staff members in small group meetings. The fact that the evaluator was present as an observer obviously influenced the situation, but many situations appeared to be normal activities and much information was gathered. The evaluator observed and at times entered into the discussion in these various group situations. He took notes of conversation, activities and interactions between members in the group.

Interviews

During the year the evaluator interviewed all DLC staff members and selected teachers and administrators in all of the model schools. The interviews were informal and a structured checklist was not used. The interviews were conducted with the behavioral objectives in mind and information related to evaluating these objectives was obtained and recorded afterwards.

Simulation Exercise

To measure the teachers' knowledge about the functions of the DLC program and their ability to work with DLC staff members in utilizing the available services and resources to solve a problem a simulation exercise was constructed and administered at East Maine Junior High School in May 1969. The purpose of the simulation was to place the teachers in a miniature school situation with time compressed from a month to a few hours so

that their reactions to a problem situation could be observed. (An additional purpose of the simulation was to use it as a pilot study for developing a simulation program that could be used for training purposes in Phase III of the program.)

The actual simulation exercise consisted of three phases:

1. Presentation of student biographical data and cumulative record folder to teachers-May 19.
2. Simulation exercise-May 21.
3. Follow-up critique-May 23.

The teachers worked in groups of instructional teams exactly as they were arranged during the school year. Each member of an instructional team received a packet containing extensive information about four hypothetical, but very real, students with various learning difficulties. The packet contained a record of all the test scores, interviews, school records and special help the student had received. On the day that the simulation exercise was conducted the teams were instructed to diagnose the learning problem of each of three students and then prescribe remedial activities for each student. These remedial measures were to include in class, as well as special out of class, instruction and homework measures that would enhance the student's learning ability.

Available to the team members during the simulation were all of the regular facilities and personnel of the school and the DLC, such as counselors, psychologists, assistant principal

and the teacher-consultant. By utilizing these auxiliary personnel the team members could receive additional information, hypothetical test results, and advice.

At the conclusion of the game portion of the program each team submitted their analysis of the child's problems and their prescription for improving the child's learning ability. These reports were then analyzed and utilized for the final phase of the simulation.

The critique of the exercise concluded the simulation and it consisted of open discussion sessions in which the team members were questioned as to why they made the decisions they did, and why they secured, or did not secure, certain types of auxiliary aid in the miniature setting. The critique measured both their ability to diagnose and prescribe remedial action as well as their awareness of the system procedure for obtaining help and relating to the DLC.

The evaluation of the simulation exercise itself is not part of this report, but the results obtained from the simulation are useful in evaluating the objectives and are incorporated into the next section of this report. The evaluation of the exercise will be made in program planning for Phase III.

## Questionnaire

To measure attitudes, knowledge and the teachers' concept of the skills they obtained during the program a questionnaire was

administered at the conclusion of Phase II. The questionnaire was answered by 96 teachers who were involved with the program. The questionnaire is enclosed at the conclusion of the next section.

Analysis of the respondents indicate that 60 of the 96 respondents worked closely with the program. A comparison of the responses of these 60 teachers who knew the program in some detail with the 36 responses of those who were not as involved revealed that the response patterns of both groups were almost identical. The group that was not as familiar with the program left more questions blank but where they did respond the distribution of the response percentages varied less than 3% from the responses of those familiar with the program. It was concluded that the group was so similar that their responses could be combined for statistical purposes.

The analysis of each individual question revealed definite patterns of attitudes or knowledge in which more than 85% of the respondents concurred. In the measurement of change in attitudes or gain in knowledge or skill the responses pinpointed many areas where 75% or more of the respondents indicated there had been a change as a result of the program. The results of the questionnaire are presented at the conclusion of the section on Evaluation Results.

## Evaluation Results

This section will relate the results of the four evaluation techniques to the behavioral objectives of the In-Service Training Program

Objective 3.1 - Knowledge of the reading and communication problems prevalent in some students and the resultant effect on their learning ability, classroom behavior and future life.

As one teacher remarked during an interview, "the DLC program sure reveals to the teacher the problems some of these kids face." Observation of in class situation did not disclose too many instances of teachers utilizing an awareness of a student's particular learning difficulties, but follow up interviews often revealed that the teacher was aware of the student's general problem and its detrimental influence on his work. The analysis of the simulation game pointed out that three of the teams were aware of the reading and communication problems as presented in the case studies.

Relating the responses on certain items of the questionnaire to the sub-behavioral objectives in this area yields a more specific evaluation of the teachers' opinion of the achievement of this objective.

3.11 Measurement of teacher understanding of reading and communication problems that influence the behavior and performance of children in the classroom.

Question: 2. Understanding of learning limitations of certain students.

Response: 90% of the teachers indicated a change or marked change as a result of the program.

Question: 3. Awareness of learning problems that the normal classroom sometimes imposes on children with learning difficulties.

Response: 77% of the teachers indicated a change in their awareness of these problems.

3.12 Measurement of teacher understanding of the immediate results of such problems on classroom performance, grades, behavior of the student.

Question: 5. Understanding of the child's attempts to correct his learning difficulty.

Response: 75% of the respondents indicated a change or marked change in their understanding.

Question: 6. Awareness of the child's attempts to compensate for his learning difficulty.

Response: 73% of the teachers indicated an increased awareness as a result of the program.

Question: 8. Recognizing that behavior problems often result as a consequence of the academic failure caused by the learning disability.

Response: The degree of change was not as great because this is a relationship that most teachers already know, but still more than half (58%) recorded a change in their awareness of the problem.

3.13 Measurement of teacher understanding of the long-range results of such problems on the student's future academic performance and behavior.

Question: 7. Awareness of the need for success to strengthen the self-image of the child.

Response: 61% of the teachers indicated an increased or marked increase in their awareness of this problem.

Question 8 above also relates to this topic and indicates greater awareness as a result of the program.

3.14 Measurement of teacher understanding of the vast differences in individuals and the need to treat each child as an individual.

Question: 1. Greater awareness of individual differences in children's ability to learn.

Response: 89% of the teachers responded that they had a change or marked change in their awareness of the individual differences in children's ability to learn.

Question: 4. Importance of treating children with learning difficulties as unique individuals.

Response: 73% of the replies indicated an increased awareness in this area.

Question: 10. Possibilities for individualized course of study for the child with learning difficulties.

Response: 71% of the teachers indicated that there was a change or marked change in their knowledge of these possibilities.

Objective 3.2 - Knowledge of the objectives and procedures of the Diagnostic and Remedial Learning Center.

Interviews and observations indicated that the personnel in the model elementary schools were very knowledgeable about the objectives and procedures of the DLC program. The personnel in the junior and senior high schools were less familiar with the objectives and procedures of the DLC staff primarily because the program was (1) not embraced as an auxillary aid and in-service program for the school as in the elementary centers, (2) the ratio of teachers to DLC staff was much greater (3) and many teachers at the junior and senior high school level are more

oriented to subject matter mastery and not concerned with deficiencies of individual students.

As indicated above and as expected, the achievement of the objective was largely a function of the number of DLC staff members in relation to the number of teachers in the school being served. The teachers in the two elementary schools that served as model centers and had three or four DLC staff assigned to them throughout the year had a much greater awareness of the program objectives and procedures than the junior and senior high school centers. The DLC staff worked with individual faculty and teacher groups more frequently in the elementary schools and this resulted in greater understanding of the program. The simulation exercise, especially the critique session, revealed quite clearly that the teams that had at least one person who had worked with the DLC staff during the year were much more adept at utilizing that experience to solve the problem presented.

The extent of awareness of the program aims and accomplishments in schools other than the model schools varied greatly and obviously is not known exactly. In one of the elementary districts, knowledge of the program was known in other schools with a resultant demand by parents for similar services in these other schools.

Comparison of questionnaire responses to these objectives again provides a view of how the teachers perceived they achieved this objective.

3.21 Measurement of teacher understanding of the objectives of the D.L.C.

Question: 16. Awareness of how staff from the D.L.C. can demonstrate methods of working with individual students in the classroom.

Response: 73% of the respondents indicated an awareness of staff purposes and activities in this area.

Question: 20. Awareness of the learning resource room and its use.

Response: The awareness of the use of the learning resources room indicates an awareness of the program objective of materials preparation, and 64% of the teachers indicated such awareness.

Question: A. Did you feel you understood the purposes of the program of the Diagnostic Learning Center?

Response: In response to the direct question about program understanding, 91% of the teachers replied that they understood the purposes of the program.

3.22 Measurement of teacher understanding of the procedures of the D.L.C. to solve problems.

The achievement of this sub-objective can be evaluated by a look at the extent of teacher awareness of the methods used to identify, diagnose and provide remediation for children with learning difficulties. Several items on the questionnaire relate to this point and only a few will be presented.

Question: 13. More understanding of different types of physical or psychological learning difficulties.

Response: 95% of the teachers indicated a beneficial change of understanding in this area.

Question: 14. Awareness of available methods of working with children with learning difficulties.

Response: 91% of the respondents indicated a greater awareness as a result of the program in this area.

Question: 15. Awareness of available materials to be used in working with children with learning difficulties.

Response: The methods of the D.L.C. staff in preparing and making available useful materials was understood more as a result of the program by 88% of the teachers.

Question: 16. Awareness of how staff from the D.L.C. can demonstrate methods of working with individual students in the classroom.

Response: 77% of the respondents had an increased understanding of the staff demonstrations of various methods of aiding individual students in the classroom.

Objective 3.3 - Knowledge of and the ability to utilize the identification and screening procedures employed in locating children with specific learning difficulties.

Interviews with teachers and observation of teacher groups working with DLC staff members indicated that the teachers had a knowledge of identification and screening techniques. What is not as clear is the ability of the teachers to utilize these procedures on their own in identifying a problem. The usual identification procedure in the school was for the DLC staff member to interpret the test results to the teacher and then help the teacher identify the problem. When the teacher had a problem student and secured his cumulative folder, she usually went to

the DLC staff for help in identifying the problem. The success of the staff in providing knowledge about identification and screening procedures was evident, but the ability of the teacher to utilize this knowledge was not demonstrated primarily because the staff was available and willing to do it for the teacher.

The simulation program might have provided some of this information, but here again the game was set up under normal conditions and the team members went to the DLC staff member for help in identification. One team in the simulation did the identification of the problem on its own then went to the DLC staff member for confirmation. This was primarily because one member of that team had experience in diagnosis and was also a strong leader.

A comparison of questionnaire responses to the specific sub-objectives yields the following results.

3.31 Measurement of teacher skill in identifying the student as a referral.

Question: 17. Ability to pinpoint learning problems through the use of referral forms to the Learning Center.

Response: The responses of the teachers answering the questionnaire indicated that 73% of the teachers felt they could identify student learning problems much better as a result of their work with the program.

Question: A. Did the DLC staff provide information and assistance that was helpful to you in identifying and diagnosing the learning disability of the individual students?

Response: In response to this direct question, 96% of the teachers indicated they had received aid in this area.

3.32 Measurement of teacher awareness of neurological and emotional symptoms possessed by students through the use of the check list and psycho-educational diagnostic guides.

Question: 17. Ability to pinpoint learning problems through the use of referral forms to the Learning Center.

Response: Here again, Question 17 provides information that demonstrates that 73% of the teachers increased their understanding in the use of psycho-educational diagnostic guides, and consequently increased their understanding of the symptoms of learning disabilities.

Question: C. Did the DLC staff member provide in-service activities that increased your understanding of the children with learning disabilities and how to help remedy their problems?

Response: 91% of the teachers responded that they had been helped in understanding children with learning difficulties by the in-service activities.

Objective 3.4 - Knowledge of remedial activities utilized by reading and communication specialists to improve the students ability to learn.

The success of the reading and communication specialists from the DLC staff in providing teachers with a knowledge of various remedial activities utilized for enhancing the students' ability to learn is evident in all of the evaluation methods utilized. This objective is aimed only at the teachers' awareness of various remedial activities and not at their ability to use them in the classroom. Through observation of teacher-DLC staff conferences

and interviews with teachers it was evident that the majority of teachers who worked with the program were aware of the special activities that the staff specialists provided for the children. Many teachers felt that the special remedial activities given out of class on a one to one basis were the strongest part of the DLC program. Typical teacher comments were, "My children with severe learning disabilities were helped tremendously by the special work the staff did with them", and "The program is great because it can give the child the individual help he needs and can't get in the regular classroom". The participants in the simulation game all recommended special out of class remedial activities as a means of helping the students in the case studies.

Whether separate remedial instruction for children is the best way to solve the problem in the long run is an important and different point, but it was obvious from the various evaluation measures that the teachers were aware of the purposes and availability of the special remedial activities of the staff. The teachers not only had knowledge of this remedial help, but looked upon it as an important aid in helping the child with learning disabilities.

A comparison of a few questionnaire responses with the sub-objectives provides further reinforcement of the above conclusions.

3.41 Measurement of teacher understanding of the purposes and procedures used by specialists in working with the individual student.

Question: F. Did the special tutoring work of the DLC staff members have a noticeable effect on the learning ability of some of the children referred for assistance?

Response: The response indicates that 72% of the teachers felt the special remedial help was beneficial to the student. The question doesn't directly answer the point of whether the teachers understood the procedures used, but in conversation with teachers it was evident that they definitely knew the purposes, and, in most cases, understood the procedures utilized in the special remedial work.

3.42 Communication between specialist and teacher.

Question: D. Was the DLC staff readily available when you tried to contact them?

Response: The replies indicate that 94% of the teachers felt that the staff was available when needed.

Question: H. Was the communication between the DLC staff and the teachers open and informative?

Response: The responses to this question revealed that 100% of the teachers working with DLC staff believed that the communication was open and informative.

Objective 3.5 - Knowledge of and the ability to utilize group activities, individual class work, special assignments and special materials to improve the student's learning ability within the classroom.

The achievement of this objective in the classroom is the final stage in the enhancement of the learning ability of the child with learning disabilities. When the classroom teacher has reached the level of understanding and skill necessary to implement

these remedial activities in the classroom, the program has achieved its goals and verified its basic operating philosophy.

The evaluation of the achievement of this objective has to be considered at two levels, first the teachers' knowledge of these special in-class activities and second the teachers' ability to utilize them. The evaluation revealed that many, but not all, of the teachers interviewed were familiar with special activities and materials that could be used. This is difficult to evaluate precisely because their knowledge in this area is a matter of degree and varies widely with each teacher. For example, one teacher indicated she knew about possible classroom remedial activities but when questioned in detail it was found that she knew two possible activities in detail and beyond that her knowledge of other activities was superficial. The depth and range of knowledge varied tremendously from teacher to teacher and it was impossible to evaluate this knowledge on an exact quantitative basis. Suffice it to say that of the forty-three teachers interviewed and/or observed, thirty-eight (88%) demonstrated that they had some knowledge of activities and materials to be used in classroom remedial activities and that they learned of these activities and materials as a result of the DLC program. Five teachers (12%) indicated they were not familiar with such activities or materials.

The recommended remedial activities from the instructional teams in the simulation exercise revealed that three out of four

of the teams involved utilized their knowledge of possible remedial measures. The reply of the fourth team was difficult to evaluate, but was so general that it was concluded it could have been written without association with the DLC program and, therefore, it was disregarded.

The second part of the objective is the teachers' ability to utilize classroom activities and materials to improve the student's learning ability. The measurement of the ability to utilize is difficult and primarily depends on observation. The observation of such teacher behavior in class was limited and in only a few cases was a clear use of specific remedial activities observed. Interviews with DLC staff indicated that some teachers were using remedial measures in class, especially after the staff member had demonstrated a method to the teacher or a group of teachers. No quantitative data is available on the extent of utilization and the full extent of utilization of the classroom activities may not be evident for another year.

One measure that indicates usage is the rate at which teachers checked out materials from the Materials Center in the schools. The check out procedures at one elementary school indicated that approximately three times the amount of materials were used during Phase II of the program than in Phase I. This is partially misleading because there were many more items during the second year, but still the rate of use was significantly

greater. The teachers were very appreciative of these materials as indicated by the following quotation from an elementary teacher, "their (the DLC staff) preparation of materials to use with these children in the classroom is of real value and is precisely the sort of thing the classroom teacher hasn't time to do, however much she might like to do so."

A comparison of the sub-objectives in this area with the questionnaire responses provides more evaluation information in this area.

3.51 Measurement of teacher ability to utilize various group activities in the classroom that enhance learning for children with learning difficulties.

3.52 Measurement of teacher ability to utilize individual class work that is specifically designed to account for the learning difficulty of the student and enhance his learning.

3.53 Measurement of teacher ability to provide special homework assignments that enhance learning for children with learning difficulties.

These three sub-objectives have several questions that relate equally to all three, and thus the questions will be presented as a group below. The degree to which a teacher is able to utilize group activities as distinguished from individual work or special homework cannot be determined from these questions. It is presumed from the questions that the teachers were aware of and felt they were able to utilize all three of these remedial work modes in varying degrees.

Question: 10. Possibilities for individualized course of study for the child with learning difficulties.

Response: 71% of the teachers reflected increased understanding in this area.

Question: 11. Setting goals that are realistic with the student's ability.

Response: This question revealed that 75% of the teachers believed they had a greater understanding in setting realistic goals for students with learning disabilities.

Question: 14. Awareness of available methods of working with children with learning difficulties.

Response: The highest favorable response was reported on this question when 91% replied they had a greater awareness.

Question: 18. Awareness of several methods of working with the student and his problem, in case one method does not work.

Response: 70% of the teachers indicated greater awareness in this area.

Question: 15. Awareness of available materials to be used in working with children with learning difficulties.

Response: The responses reported that 88% of the teachers increased their knowledge of the availability of special materials.

Question: C. Did the DLC staff member provide in-service activities that increased your understanding of the children with learning disabilities and how to help remedy their problems?

Response: In reply to this question, 91% of the teachers reflected they had received such in-service activities.

Question: B. Did the DLC staff assist you by providing materials and suggested activities for improving the child's learning ability?

Response: Like the previous question, the teachers' responses indicated that 91% of the teachers had been assisted in learning about materials and activities for improving the child's ability to learn.

Objective 3.6 - Knowledge of the role of the teacher-consultant and the ability to provide an interaction between the classroom activities and the Diagnostic and Remedial Learning Center Program.

The position of teacher-consultant, as a person with a role that was different as compared to the duties of other DLC staff, changed during Phase II of the program. The differences between the person labeled teacher-consultant and other staff members became less distinct to the point where most staff practiced a teacher-consulting role and most teachers saw all staff members as direct advisors. This generalized statement does not apply equally to all centers, but in comparison to the role definition of staff members during Phase I of the project it is a true statement. With this change to a blending of roles as perceived by the teachers, the evaluation of this objective will center on the teachers attitude toward the entire staff responsibilities and services and not just to teacher-consultants.

With only a few exceptions, the observations and interviews revealed tremendous appreciation and respect for the DLC staff. The open ended statements on the questionnaires provided many laudatory testimonials to staff competence and willingness to help. The fact that the DLC staff members came from the teaching ranks and considered that providing an auxillary service was their primary purpose was instrumental to this success. Undoubtedly one of the strong points of the program was the ability of

the staff to interact with the teachers in such a way as to benefit both the teacher and the DLC program in solving the problem.

The one center where there was not complete acceptance and cooperation with the DLC program bears this point out because part of the trouble in this center was the inability of some of the DLC staff to relate to the personnel and the situation. It should be added that the trouble was not all the fault of the staff as there were some built in resistances to the program and resultant failures in communication.

A comparison of the questionnaire responses to the sub-objectives, bearing in mind that the evaluation is not just for teacher-consultants but for all DLC staff, reveals the extent to which the staff was important to the program success.

3.61 Measurement of teacher understanding of the role of the teacher-consultant.

Question: A. Did you feel you understood the purposes of the program of the Diagnostic Learning Center?

Response: The teachers replying to this question reflected the feeling that 91% understood the purposes of the program.

In addition to this specific question, the results of all the questions in Part III C of the questionnaire, Working with DLC Staff, reflect participant understanding of purposes of the program of the Diagnostic and Remedial Learning Center.

3.62 Measurement of the degree of interaction between teacher-consultant and classroom teacher.

There is no quantitative or questionnaire data to supply information for the evaluation of this sub-objective. Although no exact count was made, it was the opinion of almost all of the second year staff members interviewed that their contacts with classroom teachers were greater than in the previous year.

## Conclusions

The analysis of the in-service portion of Phase II of the Diagnostic and Remedial Learning Center Program indicates the success of the program in increasing the knowledge, skill and understanding of the teachers. The data from the various evaluation methods utilized continually reflect the accomplishment of the behavioral objectives established for the in-service education of teachers. In almost every instance, the discovery of program success by one evaluation methodology was reinforced by findings in the other three evaluation methods used.

It is important to remember that the bulk of the evaluation data was gathered from teachers and DLC staff members who were involved in the program and personal identity feelings may have influenced some participants to lean toward a more favorable response. Interviews with a few non-participant teachers indicated that they either knew little about the program or that they had heard favorable comments about the program and they would like to participate. Rather than considering the responses of the teachers as biased and restricting the validity of the evaluation, a more proper conclusion should be that the enthusiasm

demonstrated by the teachers was a definite positive factor in achieving the success of the in-service program.

The following three conclusions represent the major positive accomplishments of the in-service program:

1. The program made the teachers aware of the special nature of the problems facing students with learning difficulties and the fact that there were many activities that could be used in the classroom to help these children.

2. The program provided the teachers with information, demonstrations and training on techniques, activities and materials that could be used in diagnosing and providing remedial measures for children with learning difficulties.

3. As a result of the program activities the center schools, particularly at the elementary and junior high level, developed a positive and cooperative attitude toward the students with learning difficulties because there was a strong sense among all concerned that the means of helping such students were operative and successful.

The following two major weaknesses of the in-service program were also identified as part of the evaluation analysis:

1. The ability of the teachers to actually put into practice in the classroom the remedial activities that they had learned as a result of the program was not clearly shown. Some teachers did utilize some of the individual or group remedial activities and

several teachers used the special materials made available for the program, but less than half of the teachers evaluated demonstrated that they practiced the remedial activities in the classroom. Whether this failure to utilize the new methods is due to the teachers' lack of confidence in their ability, to the teachers' clinging to older accustomed ways or to the fact that the DLC staff was always present and the teachers could lean on them is not known; but the lack of wide implementation by the teachers in the classroom was a limitation to the success of the program.

2. The long-range goal of the program should include provisions for extending the successful features, not only into the classroom of every teacher in the model schools, but also, into every classroom in the school district participating in the program. This was not an objective of Phase II of the program and is, therefore, not a weakness of the program; but the evaluation of Phase II illustrates the potential of such long-range accomplishments and not to recommend consideration of possible long-range activities would mean that the evaluation had not been totally and properly used.

EVALUATION QUESTIONNAIRE

PROGRAM PHASE II

I. CONTACT WITH PROGRAM

Please check the appropriate space or spaces to indicate the degree of contact you had with the programs sponsored by the Diagnostic Learning Center - Title III. (If you check answer A, then complete only sections II and V.)

A. No or very little contact with the program. _____

B. Referred children to D.L.C. personnel or discussed problems of students with learning disabilities with D.L.C. staff members. _____

C. Participated in in-service activities directed by the D.L.C. staff in the school. _____

D. Participated in in-service workshops conducted by the D.L.C. staff at the Center office in Park Ridge. _____

E. Participated in a summer workshop conducted by the D.L.C. staff. _____

II. BASIC CONCEPTS RELATED TO CHILDREN WITH LEARNING DISABILITIES

Please answer the following questions by checking the appropriate space.

| | Yes | No |
|---|---|---|
| A. Do you feel that children who are two or more years behind grade level in their reading ability have difficulty in a regular class and should be placed in special sections on a full time basis until their reading ability improves to the point they can learn adequately in a regular class? | 30% | 70% |
| B. Do you feel that children who are two or more years behind grade level in their reading ability have difficulty in a regular class and should be given individual remedial work by specialists outside of the classroom for part of the day but remain in the regular classroom for all other class activities? | 94% | 6% |
| C. Do you feel that children who are two or more years behind grade level in their reading ability have difficulty in a regular class but the student is better off remaining in the class with the classroom teacher working with him to remedy his learning problem? | 26% | 74% |

| | | Yes | No |
|---|---|---|---|
| D. | Do you feel that a specialist working with a student outside of the atmosphere and context of the regular class is more able to help a student improve his learning abilities than the classroom teacher? | 87% | 13% |
| E. | Do you feel that a specialist working with a student outside of the atmosphere and context of the regular class is less able to help a student improve his learning abilities than the classroom teacher? | 4% | 96% |
| F. | Do you feel that given adequate diagnosis of the cause of the student's learning disability you can work with him in your classroom and in extra class assignments so as to improve his learning ability? | 83% | 17% |
| G. | Do you feel that even though you are given adequate diagnosis of the cause of the student's learning disability you will be unable to provide any significant remedial help in your regular classroom setting? | 22% | 78% |

Comments:

| | No change from previous understanding | Change which has been useful | Marked change which has been very useful |
|---|---|---|---|
| 11. Setting goals that are realistic with the student's ability. | 25% | 50% | 25% |
| 12. Evaluation of child on factors related to individual goals and not on competitive norms in all subjects. | 34% | 48% | 18% |
| C. Working with D.L.C. Staff | | | |
| 13. More understanding of different types of physical or psychological learning difficulties. | 5% | 61% | 34% |
| 14. Awareness of available methods of working with children with learning difficulties. | 9% | 57% | 34% |
| 15. Awareness of available materials to be used in working with children with learning difficulties. | 12% | 55% | 33% |
| 16. Awareness of how staff from the D.L.C. can demonstrate methods of working with individual students in the classroom. | 23% | 48% | 29% |
| 17. Ability to pinpoint learning problems through the use of referral forms to the Learning Center. | 27% | 60% | 13% |
| 18. Awareness of several methods of working with the student and his problem, in case one method does not work. | 30% | 60% | 10% |
| 19. Understanding the importance of the social environment, especially the family situation, in working with the student. | 43% | 42% | 15% |
| 20. Awareness of the learning resource room and its use. | 36% | 47% | 17% |

COMMENTS:

III. PROGRAM INFLUENCE

All teachers have an awareness and understanding of the items listed below, but it is necessary to evaluate any additional change that has occurred as a result of the Diagnostic Learning Center Program. Please mark the appropriate response in the column next to the item to indicate your opinion as to the change that has resulted from working with the program.

| | No change from previous understanding | Change which has been useful | Marked change which has been very useful |
|---|---|---|---|
| A. Relationship to Children | | | |
| 1. Greater awareness of individual differences in children's ability to learn. | 11% | 68% | 21% |
| 2. Understanding of learning limitations of certain students. | 20% | 67% | 23% |
| 3. Awareness of learning problems that the normal classroom sometimes imposes on children with learning difficulties. | 23% | 53% | 24% |
| 4. Importance of treating children with learning difficulties as unique individuals. | 27% | 39% | 34% |
| 5. Understanding of the child's attempts to correct his learning difficulty. | 25% | 69% | 6% |
| 6. Awareness of the child's attempts to compensate for his learning difficulty. | 27% | 59% | 14% |
| 7. Awareness of the need for success to strengthen the self-image of the child. | 39% | 46% | 15% |
| 8. Recognizing that behavior problems often result as a consequence of the academic failure caused by the learning disability. | 42% | 44% | 14% |
| B. Working with Children | | | |
| 9. Acceptance that children with learning difficulties can be helped in regular classrooms. | 27% | 65% | 8% |
| 10. Possibilities for individualized course of study for the child with learning difficulties. | 29% | 53% | 18% |

IV. STAFF EVALUATION

Please answer the following questions with reference to the D.L.C. staff member or members that you worked with in the program. Please feel free to make additional comments below each question.

| | Yes | No |
|---|---|---|
| A. Did the D.L.C. staff provide information and assistance that was helpful to you in identifying and diagnosing the learning disability of the individual students? | 96% | 4% |
| B. Did the D.L.C. staff assist you by providing materials and suggested activities for improving the child's learning ability? | 91% | 9% |
| C. Did the D.L.C. staff member provide in-service activities that increased your understanding of the children with learning disabilities and how to help remedy their problems? | 91% | 9% |
| D. Was the D.L.C. staff readily available when you tried to contact them? | 94% | 6% |
| E. Did you often have difficulty contacting the D.L.C. staff members when you needed them? | 7% | 93% |
| F. Did the special tutoring work of the D.L.C. staff members have a noticeable effect on the learning ability of some of the children referred for assistance? | 72% | 28% |
| G. Did the D.L.C. staff member have a cooperative attitude and maintain good rapport with you? | 100% | ___ |
| H. Was the communication between the D.L.C. staff and the teachers open and informative? | 100% | ___ |
| I. Would you like to have the D.L.C. staff member with whom you worked closest return to your school next year? | 98% | 2% |

V. PROGRAM CHANGES

Please answer the following questions with a check in the appropriate space and provide any additional comments in the space below the question.

| | | |
|---|---|---|
| A. Did you feel you understood the purposes of the program of the Diagnostic Learning Center? | 91% | 9% |

| | Yes | No |
|---|---|---|
| B. Do you feel that next year's program should place its primary emphasis on the in-service training of teachers so they are better qualified to identify, diagnose and remedy the problems of students with learning disabilities within the regular classroom? | 69% | 3% |
| C. Do you feel that next year's program should place its primary emphasis on providing specialized assistance to students referred to the D.L.C. staff by classroom teachers? | 70% | 30% |
| D. Do you feel that next year's program should establish and operate special classrooms for children with learning disabilities? | 60% | 40% |

E. Suggestions for program improvement.

## PROGRAM OBJECTIVES AND EVALUATION

July 1,1969 - June 30,1970
Phase III

In planning the method by which the outcomes of the stated Title III program objectives of Phase III would be measured, the following system of evaluation was developed. A case study simulating a junior high school age child with a learning disability was developed by the project staff. (See Appendix A) The case study included pertinent school information such as teacher's comments, grades, and academic progress throughout the child's school career. Home background information as well as pertinent medical history was compiled. Five questions were developed for the case study. Each one dealt with a different phase of what we hoped to accomplish with the workshops.

Question 1: Joe is having difficulty learning. List his learning problems.

Comment: This question refers to assessing the respondent's ability to be aware of possible learning problems that would exist with a student.

Question 2: How would you identify Joe's learning problems? What techniques would you use to determine his type of difficulty? Who would ask for help in this problem?

Comment: This question refers to determining what process the respondent would go thru to determine the learning difficulty that existed with a student.

Question 3: Joe's written expression is poor. He communicates poorly on paper. What measure can be used to help him?

Comment: This question relates to finding out what techniques a teacher would use to help a child with a specific learning difficulty.

Question 4: Joe has reached an impass in learning reading. What other techniques can you think of to help him in learning your subject area other than thru reading?

Comment: This question refers to determining how a teacher would help a child compensate for a particular learning difficulty.

Question 5: Joe reads several years below grade level and needs constant help in completing assignments. Briefly describe what requirements and types of assignments you would expect from him.

Comment: This question deals with expectations a respondent would have for a child with learning problems.

It is noted that these five questions were designed to correspond to the first five of our six objectives for Phase III.

PHASE III OBJECTIVES:

(1) to increase the classroom teacher's awareness of the learning process and the various difficulties that may interfere with it;

(2) to help the classroom teacher identify children with learning problems within the classroom;

(3) to train teachers to develop and use remedial teaching techniques with children with learning problems;

(4) to train teachers to develop and use compensatory learning techniques for children with learning problems;

(5) to create new curriculum ideas and instructional materials that can be built practically into the normal curriculum for children with minor learning difficulties;

(6) to establish the Child Study Center as a learning resource center for instructional materials.

In employing the simulated case study we used pre-and post-testing techniques. During the first day of the workshop after the introduction was made and prior to the actual beginning of workshop activities the teacher trainees were asked to read the case study and to answer the five questions. The same case study and identical five questions were then administered during the last day of the workshop, some four weeks and eight workshop days later. We were able to collect 77 matched pre-and post-test questionnaires from 86 participants. Some questionnaires were lost due to participants missing a pre-or post-testing day because of illness or other work duties and some questionnaires were lost due to the unwillingness of some participants to return the questionnaire. However,we collected questionnaires from 89% of the total group of teachers participating in the Title III workshops. Considering the usual rate of questionnaire returns this is a large percentage and a highly significant number upon which to base an evaluation of the total program.

In order to pull out significant information from the participants' responses to the questionnaire, we decided to use a key word count. Keeping the objectives of the program in mind, a list of 90 key words or descriptors of ideas, concepts, and approaches was developed. These descriptors included such items as awareness, diagnosis, remediation, and compensation for children with learning problems. Once the pre-and post-test questionnaires were collected they were tabulated for all five questions on the

post-test. Each question had its own unique set of descriptors as well as some descriptors which were held jointly for more than one question.

The frequency with which each descriptor occurred on both pre-and post-tests was tabulated and statistically compared by means of a chi square. It was hypothesized that the descriptors would occur with statistical significance more frequently on the post-testing than pre-testing. This belief was based on the premise that the workshops could offer ideas and approaches to assist participants in being able to discriminate and make judgments about the learning problems of their students. Using the chi square statistical technique 28 of the 90 descriptors were found to be statistically significant at either the 1% or 5% level. These significant descriptors are shown in Table VI.

The frequencies of each descriptor for each question are shown in Tables I thru V. In order to determine if there was any differential between the effectiveness of the earlier workshops as compared to the later workshops, the descriptors were separated by question into two groupings. The first grouping included data from workshops I through V and the second grouping included data from workshops VI through X. Finally, data from all ten workshops were compiled for the five questions in order to attain an overall evaluation. These groups are included in Table VII.

# TABLE I

## Frequencies for Question One

| DESCRIPTORS | GROUPS | 1 - 5 | | 6 - 10 | | 1 - 10 | |
|---|---|---|---|---|---|---|---|
| | TESTS | Pre | Post | Pre | Post | Pre | Post |
| 1. Self image (Self-concept, Self-confidence) | | 11 | 8 | 10 | 10 | 21 | 18 |
| 2. Visual perception | | 8 | 8 | 5 | 17 | 13 | 25 |
| 3. Visual memory | | 4 | 10 | 13 | 20 | 17 | 30 |
| 4. Visual attention | | - | - | 1 | 2 | 1 | 2 |
| 5. Coordination | | 7 | 8 | 0 | 3 | 7 | 11 |
| 6. Motor problems | | 2 | 1 | 0 | 4 | 2 | 5 |
| 7. Visual sequence | | 5 | 8 | 1 | 12 | 6 | 20 |
| 8. Visual motor | | - | 3 | 5 | 8 | 5 | 11 |
| 9. Visual association | | 1 | 1 | 3 | 1 | 4 | 2 |
| 10. Visual learning | | 2 | 3 | 5 | 5 | 7 | 8 |
| 11. Visual learner | | 0 | 4 | 0 | 2 | 0 | 6 |
| 12. Motor skills | | 1 | 5 | 7 | 17 | 8 | 22 |
| 13. Organization skills | | 5 | 7 | 10 | 15 | 15 | 22 |

# TABLE II

## Frequencies for Question Two

| DESCRIPTORS | GROUPS | 1 - 5 | | 6 - 10 | | 1 - 10 | |
|---|---|---|---|---|---|---|---|
| | TESTS | Pre | Post | Pre | Post | Pre | Post |
| 1. Self-concept | | 3 | 1 | 1 | 2 | 4 | 3 |
| 14. Observation of student's learning | | 9 | 5 | 11 | 12 | 20 | 17 |
| 15. Visual screening test | | 6 | 6 | 7 | 21 | 13 | 27 |
| 16. Hearing screening test | | 7 | 1 | 12 | 11 | 19 | 12 |
| 17. Analyze cumulative folder | | 5 | 3 | 4 | 3 | 9 | 6 |
| 18. Listen to him read | | 5 | 6 | 2 | 9 | 7 | 15 |
| 19. Reading tests | | 0 | 1 | 3 | 4 | 3 | 5 |
| 20. Ask him to write | | 6 | 2 | 6 | 7 | 12 | 9 |
| 21. Check his comprehension | | 3 | 1 | 1 | 4 | 4 | 5 |
| 22. Teacher interview | | 6 | 3 | - | - | 6 | 3 |
| 23. Self-analysis | | 1 | 7 | 0 | 1 | 1 | 8 |
| 24. Slingerland | | 0 | 8 | 0 | 12 | 0 | 20 |
| 25. Pupil analysis | | 1 | 1 | 0 | 1 | 1 | 2 |
| 26. Detroit test | | 0 | 4 | 1 | 1 | 1 | 5 |
| 27. WISC | | 0 | 3 | 0 | 1 | 0 | 4 |
| 28. Durrell test | | 0 | 4 | 1 | 2 | 1 | 6 |
| 29. Bender | | 2 | 12 | - | - | 2 | 12 |
| 30. Psychological or psychologist | | 18 | 16 | 9 | 20 | 27 | 36 |
| 31. Neurological | | 4 | 11 | 1 | 3 | 5 | 14 |
| 32. Social worker | | 8 | 8 | 0 | 7 | 8 | 15 |
| 33. Doctor | | - | - | 1 | 4 | 1 | 4 |
| 34. Teacher consultant | | 3 | 5 | - | - | 3 | 5 |
| 35. Reading specialist | | 14 | 3 | 14 | 5 | 28 | 8 |
| 36. Learning disabilities specialist | | 3 | 9 | 4 | 15 | 7 | 24 |
| 37. Nurse | | 4 | 3 | 6 | 12 | 10 | 15 |
| 38. Auditory screening tests | | - | 2 | - | - | 0 | 2 |
| 39. Counsellor | | 6 | 2 | 2 | 3 | 8 | 5 |
| 40. Parent | | 11 | 4 | 3 | 4 | 14 | 8 |

# T A B L E III

## Frequencies for Question Three

| DESCRIPTORS | GROUPS | 1 - 5 | | 6 - 10 | | 1 - 10 | |
|---|---|---|---|---|---|---|---|
| | TESTS | Pre | Post | Pre | Post | Pre | Post |
| 41. Vocal expression | | 2 | 2 | 12 | 15 | 14 | 17 |
| 42. Tape recorder | | 6 | 18 | 9 | 24 | 15 | 42 |
| 43. Visual instructional material | | 5 | 4 | 4 | 11 | 9 | 15 |
| 44. Organization | | 4 | 3 | 2 | 3 | 6 | 6 |
| 45. Sequential material | | 1 | 3 | 2 | 9 | 3 | 12 |
| 46. Oral reading | | 2 | 2 | 1 | 8 | 3 | 10 |
| 47. Student tutor | | 3 | 2 | 0 | 6 | 3 | 8 |
| 48. Oral expression | | 5 | 10 | 10 | 15 | 15 | 25 |
| 49. Compensation | | 0 | 1 | 3 | 13 | 3 | 14 |
| 50. Auditory instruction | | 0 | 3 | - | - | 0 | 3 |
| 51. Records | | - | - | - | - | - | - |
| 52. Language master | | 2 | 0 | - | - | 2 | 0 |
| 53. Tachistoscope | | 0 | 3 | - | - | 0 | 3 |

# T A B L E IV

## Frequencies for Question Four

| DESCRIPTORS | GROUPS | 1 - 5 | | 6 - 10 | | 1 - 10 | |
|---|---|---|---|---|---|---|---|
| | TESTS | Pre | Post | Pre | Post | Pre | Post |
| 1. Self-concept | | 2 | 2 | 2 | 1 | 4 | 3 |
| 42. Tape recorder | | 9 | 19 | 7 | 37 | 16 | 56 |
| 51. Records | | 11 | 9 | 8 | 17 | 19 | 26 |
| 53. Tachistoscope | | 0 | 3 | - | - | 0 | 3 |
| 54. Listening & visual aids (audio visual) | | 12 | 16 | 13 | 16 | 25 | 32 |
| 55. Oral reports | | 5 | 5 | 4 | 10 | 9 | 15 |
| 56. Ready orally | | 1 | 0 | 2 | 8 | 3 | 8 |
| 57. Tactile - Kinesthetic approach | | 2 | 2 | 1 | 4 | 3 | 6 |
| 58. Minimize abstractions | | 0 | 1 | - | - | 0 | 1 |
| 59. Read to him | | 3 | 6 | 2 | 8 | 5 | 14 |
| 60. Student tutor | | 4 | 2 | 4 | 6 | 8 | 8 |
| 61. Visual games | | 1 | 2 | 7 | 14 | 8 | 16 |
| 62. Verbal learning | | 2 | 0 | 7 | 7 | 9 | 7 |
| 63. Auditory sense | | - | - | 0 | 4 | 0 | 4 |
| 64. Sound | | - | - | 0 | 1 | 0 | 1 |
| 65. Films | | 8 | 19 | 12 | 23 | 20 | 42 |
| 66. Transparancies | | 3 | 1 | 0 | 7 | 3 | 8 |
| 67. TV | | 6 | 4 | 3 | 6 | 9 | 10 |
| 68. Radio | | 2 | 0 | 2 | 1 | 4 | 1 |
| 69. Video tape | | 4 | 10 | 0 | 3 | 4 | 13 |
| 70. Controlled reader | | 0 | 3 | 1 | 2 | 1 | 5 |
| 71. Projectors | | 0 | 5 | 2 | 0 | 2 | 5 |
| 72. Newspapers/Magazines | | 3 | 5 | - | - | 3 | 5 |
| 73. Pictures, Graphic arts | | 1 | 5 | - | - | 1 | 5 |

# TABLE V

## Frequencies for Question Five

| DESCRIPTORS | GROUPS | 1 - 5 | | 6 - 10 | | 1 - 10 | |
|---|---|---|---|---|---|---|---|
| | TESTS | Pre | Post | Pre | Post | Pre | Post |
| 49. Compensate | | 0 | 5 | 5 | 17 | 5 | 22 |
| 52. Language master & other teaching machines | | 1 | 5 | - | - | 1 | 5 |
| 69. Tapes | | 0 | 9 | 1 | 11 | 1 | 20 |
| 74. Assignments orally | | 13 | 13 | 11 | 19 | 24 | 32 |
| 75. Assignment on tape | | 3 | 5 | 4 | 11 | 7 | 16 |
| 76. Minimize reading | | 4 | 1 | 5 | 7 | 9 | 8 |
| 77. Individualizing instruction | | 7 | 3 | 15 | 21 | 22 | 24 |
| 78. Giving the child options | | 0 | 5 | 8 | 13 | 8 | 18 |
| 79. Interest level | | 8 | 1 | 8 | 9 | 16 | 10 |
| 80. Flexible requirements | | 1 | 1 | 5 | 16 | 6 | 17 |
| 81. Phonics approach | | 0 | 2 | - | - | 0 | 2 |
| 82. Oral instructions | | 0 | 5 | 8 | 14 | 8 | 19 |
| 83. Lower standards | | 5 | 1 | 15 | 18 | 20 | 19 |
| 84. Build self-concept | | 12 | 1 | 9 | 6 | 21 | 7 |
| 85. Illustrate assignments | | 1 | 2 | 5 | 7 | 6 | 9 |
| 86. Role playing - movies | | 0 | 5 | 0 | 2 | 0 | 7 |
| 87. Seek help from teacher consultants or remedial reading teacher | | 1 | 1 | - | - | 1 | 1 |
| 88. Short assignments | | 9 | 6 | - | - | 9 | 6 |
| 89. Grade level work | | 1 | 5 | - | - | 1 | 5 |
| 90. Charts, pictures, graphs | | 4 | 7 | - | - | 4 | 7 |

# TABLE VI

## Significant Descriptors

| | | 1-5 | 6-10 | 1-10 |
|---|---|---|---|---|
| 2. | Visual perception | | 1 | 5 |
| 3. | Visual memory | | | 5 |
| 7. | Visual sequence | | 1 | 1 |
| 12. | Motor skills | | 1 | 1 |
| 15. | Visual screening test | | 1 | 1 |
| 18. | Listen to him read | | 1 | |
| 23. | Self-analysis | 1 | | 1 |
| 24. | Slingerland | | * | * |
| 29. | Bender | 1 | | 1 |
| 30. | Psychological or psychologist | | 1 | |
| 31. | Neurological | 5 | | 1 |
| 35. | Reading specialist | | | 1 |
| 36. | Learning disabilities specialist | 5 | 1 | 1 |
| 42. | Tape recorder | 1 | 1 | 1 |
| 43. | Visual instructional material | | 5 | |
| 45. | Sequential material | | 1 | 1 |
| 46. | Oral reading | | 1 | 1 |
| 49. | Compensation | | 1 | |
| 51. | Records | | 5 | |
| 56. | Read orally | | 1 | |
| 59. | Read to him | | | 1 |
| 65. | Films | 1 | 5 | 1 |
| 69. | Video tape | | | 1 |
| 75. | Assignment on tape | | 5 | 5 |
| 78. | Giving the child options | | | 5 |
| 80. | Flexible requirements | | 5 | 1 |
| 82. | Oral instructions | | | 1 |
| 84. | Build self-concept | 5 | | |

See NOTES for explanation of numbers 1 and 5.

* - This item did not occur in the responses for the pretest so chi square value could not be computed but the divergence must be regarded as significant as the 1 percent level.

## NOTES

1 - The chi square value exceeds the value at four (4) degrees of freedom 1 percent level. The difference for posttest minus prepest frequencies is significant and would happen only once in 100 repetitions of administering the test.

5 - The chi square value exceeds the value at four (4) degrees of freedom 5 percent level. The divergence is not due to chance and must also be regarded as significant.

# T A B L E VII

## Significant Questions

| | 1-5 | 6-10 | 1-10 |
|---|---|---|---|
| Question One | | 1 | 1 |
| Question Two | | 1 | 1 |
| Question Three | 1 | 1 | 1 |
| Question Four | 1 | 1 | 1 |
| Question Five | | 1 | 1 |

See NOTES for explanation of number 1.

Discussion:

In looking at Table VI it should be noted that there were more significant descriptors in the VI to X groups than the I to V groups. This same trend was noted in the feedback system of evaluation. The workshops were far more effective during the VI to X groups than in the I to V groups. The notable lowering of statistical significance of the I to V groups was a result of the data collected from the first two group sessions. Groups I and II were less enthusiastic towards the program than any of the other groups. This is more fully covered in the feedback evaluation system but it appears that the problems encountered in getting the project underway accounted for a lack of effectiveness within the first two groups.

As a result of this poorer beginning, it is noted that only seven descriptors were significant with the I to V groups. Eighteen descriptors were significant in the VI to X groups but not for the total ten groups and only one descriptor was significant in the I to V groups but not in the total ten groups. In total, twenty eight descriptors out of the total of 90 were significant in either the I to V VI to X or all ten groups.

In analyzing the twenty eight significant descriptors we get some idea of the areas in which the participants seemed to gain the most understanding. The first four items; visual perception, visual memory, visual sequence, and motor skills,

refer to information that would indicate an increased awareness of the specific nature of learning disabilities. On the pre-test it was noted that most of the learning problems relating to the child in the case study were described in generalities. Such comments as "he was a poor reader" or "had learning problems" or was "possibly brain damaged" occurred. On the post-test the teachers were able to come up with a more accurate diagnosis. Here they were able to differentiate a perception problem from a memory problem froma conceptual problem. Instead of lumping all learning problems into one broad category, they were able to see differences among various types of learning problems. This offered evidence that the participants might become more competent in creating remedial or compensatory activities for children with various types of learning difficulties rather than to treat them all with "the same dose of medicine" regardless of the problem. The fact that these descriptors were significant also indicates a greater awareness on the part of the teacher trainees that these problems do, indeed, exist. In the past these same behavioral manifestations may have been ascribed to laziness, or to a concern that the child had an emotional problem. There was also a notable lack of labeling a child on the post-test with such indefinable terms as learning disability, brain damaged or immature.

The next five items, "visual screening test, Listen to Him Read, Self-Analysis, Slingerland, and Bender," refer to diagnostic

techniques or approaches that can be used to determine more specifically the nature of a child's learning problem. In this area there was much emphasis on helping the trainees develop their own set of diagnostic skills. The fact that these descriptors proved significant attest to the success of that approach. The Title III staff also developed simple screening techniques for learning disabilities that can be used effectively by a classroom teacher.

In the public school setting there is often the complaint that the teacher has to wait months for a psychological, medical, or neurological evaluation to be completed. This caused undue time lapses before it was determined if a child had a learning problem and before the teacher could get recommendations as to what he or she could do about that problem in the classroom. While it is not the intent to have the teacher replace the psychologist or physician it was concluded that the teacher could be helped at least to come to some preliminary conclusions about the nature of the learning problem before the child is referred to the specialist. Techniques for improving classroom observation of children in a learning situation were demonstrated. These demonstrations were intended to show the teacher how to look at samples of a child's work and make some preliminary conclusions on the basis of the mistakes the child had made. The staff psychologist also demonstrated specific, simple techniques that could be used by a classroom teacher to determine whether a child has a visual

reception problem, written expressive problem, auditory memory problem, or other such specific types of problems that occur within the broad range of learning disabilities. During the course of the workshop many of the teachers tried these techniques on children within their classrooms and brought the data back to the Title III staff psychologist for further analysis.

Items 24 and 29, the "Slingerland" and the "Bender Gestalt Test" refer to specific tests for learning disabilities that were demonstrated to the teachers. Again, some of the teachers learned how to administer these tests under the supervision of the Title III staff so they could become more proficient in picking out, not only general learning inefficiencies that may occur in many students, but also specific characteristics for the child with a more severe learning disability. It is noted that on post-testing the teachers made mention that they would use these techniques for analyzing the child's learning problem whereas on the pre-test no mention of these techniques was made.

Items 30 to 36, "psychologist, neurologist, reading specialist, and learning disabilities specialist," refer to specialized personnel within the district that could be utilized in helping the teacher diagnose and remediate the child with learning disabilities. Use of the term "reading specialist" decreased e.g. it occurred much more frequently on the pre-test than it did on the post-test. It appears that in this situation the classroom

teacher had turned very often to the reading specialist for help in learning problems prior to the workshop and for some reason found less need to turn to the reading specialist after the workshop. The other three terms identifying specialists increased in usage by occurring more frequently on the post- than on the pre-test. In this instance, it appeared that the classroom teacher found greater need to use the psychologist, neurologist, and learning disabilities specialist than they had thought necessary on the pre-test. It should also be noted that the reasons for referral to the specialists were much more specific than on the pre-test. With regard to the learning disabilities specialists, it is possible that prior to the workshop many classroom teachers were not aware that such a person existed or how to make use of one if he was available. This was probably true of the neurologist as well. Most teachers have little contact with him or have any notion of the types of information he can offer. Participant responses indicated an increased awareness of the variety of uses for a psychologist in addition to the somewhat static tradition of psychological testing. Responses showed an understanding of how psychologists can consult with a teacher to help them clarify their own ideas in developing learning activities as well as to give them some insight into causes of behavior. Descriptors referring to social worker, doctor, nurse, counselor and parent showed no significant shift. References to these people occurred as frequently on the pre-test as they did on the post-test. Since there was little contact with these professionals during the

course of the workshop it was not surprising that this would show little change. However, it was surprising that the descriptor concerning parents did not show a significant change. A point emphasized by the Title III staff was that too much negative communication is frequently sent home concerning the troubled child. Teachers were encouraged to have more positive contact with parents in terms of mutual planning and two-way feedback concerning the progress of the child. However, as indicated, the responses on this item were not significant.

Item #49, "Compensation," refers to the concept of providing the child with a means to work with his learning strengths. Here the Title III staff took the viewpoint that too much help given to a child can actually be harmful at times. For example, a child having difficulty reading may be forced to spend year after year in remedial reading until reading becomes a tremendously frustrating activity, and a negative attitude develops. It was our attempt to help teachers come to the conclusion that if a child cannot read, he should be helped to develop other ways in which he can approach the same material. Here the practice of using audio tapes, visual aids, simulation games, etc. for use with the poor or non-reader was emphasized. Apparently it was something the trainees felt to be worthwhile because the use of multi-media activities significantly increased on the post-test. The rest of the significant descriptors, "tape recorder, visual instructional materials, sequential material, oral reading,

records, read to him, films, video tape, assignments on tape, giving the child options, flexible requirements, and oral "instruction" refer to areas of either remediation or compensation.

Out of the broad number of possible remedial and compensatory approaches, these were the ones which apparently made the greatest impact upon the teachers. It is noted that some of the other descriptors of similar content which showed no significant shift tended to be descriptors more closely allied with elementary rather than secondary schools. Such items as the language master, tachistoscope, projector, and graphic arts, did not prove to be significant. Since over three-quarters of the workshop trainees were junior high or secondary school teachers it is not surprising that they would focus on those descriptors that apply to upper levels of instruction.

The trend towards increased flexibility in planning for children was shown by items such as "giving the child options". If a child is having difficulty in the area of reading for example, he may be allowed to learn through another approach such as listening. This would by necessity change the nature of classroom and course requirements. Such items as "giving oral instruction, visual instructional materials, using records, films and video tape" show a further reduction of rigidly using common educational experiences for all children. The staff emphasized the concept that reading is <u>not</u> the only vehicle by

which children learn. Use of other forms of visual presentations and auditory materials was continually encouraged in working with the learning disabled child.

Since part of the Title III workshop was devoted to helping teachers create their own audio and visual curriculum materials for these kinds of problems we were pleased that these items showed up as being significant on the post-test. It does indicate that the participants were willing to incorporate these ideas into the planning for their own classroom.

One interesting note is with item 42 "tape recorder." It shows up as being a very significant descriptor. Since most teachers are familiar with a tape recorder and since the tape recorder has been a standard fixture in the schools for some time it was surprising that much more mention of it was made on the post-test. In analyzing the data from the post-test, it was clear that teachers had not known the wide range of uses that exist for the tape recorder until they became involved in the workshops. Their perspective of the tape recorder changed from seeing it only as a reproductive instrument to using it creatively. It was not only used as a listening device but as a speaking and language creating device for the child with poor communicative skills.

The last item number 84, "building self-concept" was significant only in the I to V groups. In going back over the

questionnaires it was noted that it occurred much more frequently on the pre-test and we think it was often used as the "acceptable, 'pat answer" by the teachers for the child having difficulty. Almost every teacher made some comment on how one ought to enhance a child's self concept but it appeared that this was little more than repeating the rhetoric of what a "good" teacher should say. Once it was discovered that the child had identifiable learning problems and, that there were techniques that could be used to help him, they quickly abandoned using self-concept as a trite phrase and made more important comments about the child and his behavior. Learning how a child can be helped through remediation or compensation is more significant in building the child's self-concept than simply using the term.

Table VII refers to the significant questions. It will be noted that only questions 3 and 4 appeared significant in the first five groups. These questions refer to use of remediation and compensation. The questions in regard to identification, diagnosis and creation of new materials were not significant. Apparently in the beginning workshops our staff was unable to develop effective presentations in these areas. However, the picture changed drastically with groups VI through X as one notes that all five questions showed statistically significant responses. This indicates improvement in staff effectiveness as the year progressed. When data from all ten workshops were combined, all five questions proved statistically significant.

Since these five questions were based on our first five objectives for Phase III we feel comfortable in that we have reached the goals set for it.

The sixth objective relates to the use of the Title III Center as a resource center for learning materials. In addition to providing materials, equipment, supplies to the 86 workshop participants these same resources were made available to several hundred teachers in our cooperating schools. Judging from the data collected from our audio-visual accounting system we feel this goal has been achieved. We found that the requests continually outnumbered resources available.

## EVALUATION OF FEEDBACK SYSTEM

## PHASE III

In an attempt to keep aware of the effectiveness of the Title III In-Service Workshops a system of continual feedback was instituted. While the participants were receiving training at the Center during the first four weeks of the six week workshop period a questionnaire was given to them at the end of each two days of workshop activity. The participants were asked to rate the workshop in terms of effectiveness from a low of 1 to a high of 10, and to list the weak and strong points of that particular two-day period. With the ten workshops running throughout the school year and with our collecting data on the first four weeks for each workshop we collected 40 sets of questionnaires.

This continual feedback system was based on our belief that we should consider the needs of the participants to a very high degree, even if it should be opposed to the needs of the Title III staff. We felt that the workshop belonged to the participants and that they should have the opportunity to direct it as much as possible. As the questionnaires came in the Title III staff would review them and make appropriate changes in the workshop structure or their own behavior to eliminate the weak points and accelerate the strong points. Following each group of questionnaires Title III staff would sit down and have a lengthy discussion concerning the weak and strong points noted by the

participants of that week. In the beginning of the year, with groups I and II, we discovered that the participants focused on complaining about a lack of organization, too much freedom given to participants and a lack of direction from the Title III staff. While in part it appeared that they identified the Title III staff's lack of experience at in-service training, and time and schedule problems not yet worked out for the year, for the most part they were complaining about the freedom that we had planned and hoped they would like. Prior to the workshop it was the thinking of the Title III staff that teachers coming into an in-service situation most often complained that they had too much direction and little opportunity to use their own initiative in discovering learning on their own. Essentially, from the numerous complaints about this during the first two sessions we discovered that what they wanted was more instruction and direction. Therefore, with the future groups much more lecturing about learning problems, their characteristics, diagnosis and remediation was given and apparently to the satisfaction of the participants as these weaknesses did not occur in future questionnaires.

Another weakness noted that had merit, especially in the beginning of the year, was the complaint that much of the remediation offered as a solution to learning problems for the classroom teacher was impractical from the classroom teacher's viewpoint. Many of the techniques learned by the Title III staff came from special individual tutorage or small group situations

and had to be adapted to large classroom situations. The Center staff spent considerable effort in the beginning of the workshop to make these changes in the remedial techniques for the classroom teachers. Some concern from math and science teachers was expressed in that less was offered to them in terms of remedial teaching for learning disabilities than for the teachers in the language arts areas. The math and science teachers felt that much of the Title III staff's experience had been in the areas of reading and motor activities and that these were stressed over their own academic areas. Again, attempts were made to rectify this difficulty although, math and science were unfamiliar subject areas to the Title III staff and did not lend themselves easily to this task. In essence this complaint continued throughout the school year.

Even in some of the latter groups, participants complained that it was not always possible to implement the suggestions of the Title III staff even though they may have been appropriate. The participants felt that either the school system would not allow for such changes, that they were overworked, or that the curriculum did not allow for the suggestions to be ingested. Many teachers felt that the suggestions for remediation apply to only a few children which could not or should not be isolated from the mainstream of the class. High school teachers in particular complained that many of the suggestions concerning diagnosis and remediation applied more to the elementary level

than to the secondary level. Particularly in the area of helping students with perception, motor and memory problems, high school teachers felt that the kinds of techniques that were offered to them were too game-like or were too simple in nature to fit the high school student.

There were some noted weaknesses that persisted throughout all ten of the workshop groups. However, many of these have merit because they were a simple matter of individual differences among people or they were complaints that were beyond the scope of the Title III staff to correct. Some people felt that too little time was given to them while others felt that too much of their valuable time was taken away from the classrooms. Some teachers felt that there was too much opportunity for discussion among the participants while others felt that there was too little. There was some complaints by participants that other people talked too much while other people felt that the group was too large and should have been broken down into smaller groups. While most of the participants volunteered for the in-service training there were a few that were requested to attend by their school administrator. These teachers felt some resentment for this and mentioned that one of the weak points of the program was that all involvement should have been voluntary.

Concerning the strong points, probably the most frequently mentioned comment was the opportunity for the teachers to exchange

ideas with Title III staff. The participants felt that they had some real communication and personal contact with learning disability teachers and other professional staff from Title III which they had not found within the regular structure of their school systems. Here they found that their special service personnel were very busy and had little time to talk to them at length. The participants felt that they were getting valuable information about children with learning problems and that they had the opportunity to discuss these individual children at length with the staff. Many teachers noted that they felt that they had become much more aware of the possible kinds of learning problems that can exist among children. They found that they had ascribed other motives, such as laziness or emotional problems to children who were sufferning the pain and frustration of learning disabilities.

Another strong point of the Title III program was that the teachers felt that as classroom teachers they were getting valuable information on how they could observe the child, analyze previous testing information and teacher's comments, administer their own screening devices and make some kind of preliminary diagnosis of children with learning disabilities. They found rather than grossly labeling a child as being perceptually handicapped, brain damaged or disabled reader, that they could more specifically pinpoint the child's actual difficulty. They were able to see if the child had a visual memory problem or auditory

sequencing problem which gave them a better idea of how to proceed with the child than to just know that he had some kind of a "terrible malady." The demonstration of remedial materials coupled with allowing the teachers to borrow the materials and use them in their own classrooms was a significant strong point. The teachers had an opportunity to try out different learning materials that they would not ordinarily have access to or even be aware of its existence. The participants felt that here the Center was able to support them with very concrete and specific help, as well as providing them with a philosophical basis for understanding learning problems. Many teachers used Center facilities and staff to create their own visual learning material and listening tapes for their students with learning problems. Many of the participants mentioned that their faith in in-service training was greatly strengthened and it appeared that they began to show signs of feeling that they should have these services made available to them. The participants felt that they could do a lot more in terms of working with their students if they had the backup resources and know-how from specialized personnel such as the Title III staff.

Lastly, but perhaps the most significantly, many participants felt that the workshop gave them a new perspective toward the student with learning and behavior problems. They realized that these children were not having learning problems deliberately, that they were, in fact, victims of their own poor neurological

development and that there were specific approaches available that could be used to help them.

On the following page begins a summary of typical strong points and weak points from the weekly feedback forms gathered throughout the school year. Following the summary of weak and strong points is a copy of the feedback instrument and a statistical breakdown of the numerical ratings and their significance.

SUMMARY OF WEEKLY EVALUATIONS BY CHILD STUDY CENTER
WORKSHOP PARTICIPANTS FROM SEPTEMBER 1969 - MARCH 1970

STRONG POINTS:

I felt that Monday afternoon (self and group predictions, group agreement, etc.) was especially exciting, but there wasn't enough of it. I learned things about myself I had never considered before and this is good.

One good point should be emphasized: If I want something to change in the classroom, I will have to be the first to change. Really, what is my goal?

These sessions give us the opportunity to learn what we have to offer and to consider the things which we are most interested in. I feel as though I am getting something specific that I can sink my teeth into. The individualized work is really great.

For me becoming more able to develop my own philosophy of what I believe about how kids learn. Have a better idea of how I can function differently within my own classroom to bring about more effective learning. Have learned a great deal about problems and methods encountered at the high school level.

It forced me, somewhat against my will, to re-evaluate what I am really doing and achieving in my classes. The staff is most willing to aid in setting up a program that might be more meaningful. No strong all-encompassing promises are made by the Learning Center. One is not presented with ready-made solutions of dubious worth.

I am getting more out of these sessions than can be articulated precisely. I continue to be impressed by both staff and participants. The interchange of ideas and comments made during coffee breaks will be of value in some future situation, I am sure. Often times a technique is mentioned that I think I can adapt at some future point in a totally different situation and manner. Some of these ideas will suggest other ideas that may also be modified.

I seem to be getting more involved and the information seems to fit better (into my needs). I wonder if I am big enough to relate some of what I think is good to men in my department. I think I get some re-direction from some of the ideas presented.

STRONG POINTS:



This was without a doubt the best session so far. I particularly enjoyed the participation in Judy's presentation on emotionally disturbed children and their relationship with their teachers.

Getting individual help on problems and a chance to look over materials. The whole group of sessions have been valuable to me. I feel I can go back to work refreshed and filled with new ideas to try.

Very appropriate timing as far as concrete suggestions for the individual student.
Dick's presentation - meaty, sound ideas for innovation that <u>can</u> be used.
Jean's presentation - <u>recognition</u> of learning problems by personal example. Very instrumental in changing my attitude toward a few "difficult" students.

The informal atmosphere of sharing ideas. The availability of help and suggestions from staff.

Individual work periods to begin work on implementing our new "tools". Very personal presentation on Wednesday by Mary Kay, also information, cc texts, etc. Good A.V. ideas by Bob - workable, too, at minimum teacher time commitment.

This morning's session (Tuesday - discussion of Modalities of Learning) helped me become aware of the specific areas of the learning process and some symptoms of each weakness.

I was given much individual help in planning curriculum. I appreciated being able to actually prepare some materials to use in my classroom. I also appreciated the help given to me in preparing these materials. I appreciated the actual testing on the VTR more than the discussion. I also enjoyed the speaker on Monday afternoon.

The session on classroom assessment Vic gave was very good. I need help with diagnosis. I would have liked to talk more about the relationship of the teacher and the student who is a behavior problem because of his learning problems, though I think we made a good start Monday. Dick's presentation!

The groups have been relaxed, short and to the point, yet detailed. We have gotten help on specific problems in our classrooms because the groups are small, yet the learning disabilities field as intricate and technical as it is, each person in our group is learning to become <u>independent</u> in dealing with her own problems in the classroom.

STRONG POINTS:

Giving the classroom teacher the opportunity to learn about these children who have learning problems. Many "food for thought" ideas were presented that can be taken back to the classroom to help in analysis and improvement of the learning situation. Like the informal atmosphere.

They are realistic about problems, ideas, therapies, methods, it's what we can use. I have grown to understand what's going on with some of these problems - how to go about looking for and using materials. The sessions are functional and important to me as a teacher, a human being. Great help for me to work with my class.

Specific suggestions for developing awareness of learning difficulties. Specific suggestions for testing by teachers. Specific suggestions for methods to try to cope with disabilities. Interested and enthusiastic interaction between leaders and members of workshop. Relaxed atmosphere.

Participation in the program should be voluntary.

There were times when I felt we were all trying to tell about ourselves, and not interested in anything else. Maybe we should do more of this earlier, and get it out of our systems.

There seems to be too many times when we get off the track and onto discussions of philosophy - and we don't all have the same philosophy! It seems to me that before these sessions can be truly beneficial we need to look into ourselves and know what our own needs, both psychological and emotional, are and how we are using the students to satisfy them.

Unfortunately, it may not be as easy to incorporate some of Dick's ideas. (Video tape of class). I would like to try it----at least on a part-time basis, but I'm quite unsure of myself.

I am not willing to give up my curriculum for a hit-and-miss approach; therefore, all materials and aids used must fit into what I am doing. I like the materials you have demonstrated, but I still have to learn how to adapt them (materials) to what I know I will be able to carry out.

The teacher consultants are individuals with different viewpoints. This tends to confuse me. Just when I think I am making progress someone turns me around.

There are weak points in everything. The few weak points in the sessions are not worth mentioning, especially in light of what I have learned.

The area of learning difficulties is of such magnitude that one or two sessions can hardly do more than touch on anything slightly. I would have preferred to take one area and go into this in greater depth. There are so many different teaching assignments involved that this would be difficult.

The format was a little slow at times. (It might be that I am not used to sitting for long periods.)

I wish I could be in on all sessions. The fact that two interest areas are going on at one time means I miss half of what is going on, and I need all the help I can get.

We seem to get off the subject a lot. I'd like to see more concrete ideas about what to do with the problems we have been discussing.

The group seems to be splintering into smaller groups. Maybe we need to begin working on more task-oriented projects in smaller groups. Philosophical and political discussions, while interesting, seem to get out of control.

Lack of time to digest much material. Some areas had to be cut off before it could be finished.

Would like to relate it to specific individuals in classes we have right now, and begin to find out how we can help these children to learn.

Sidetracking into educational philosophy.

Time - need more!

You need to have more of these qualified Centers for both teachers and parents to aid children!!

The fact that there is still no feasible way to implement some of this in the classroom at any level - maybe this is yet to come. Much of this material I already knew. I still am concerned as to what I, the teacher, can do.

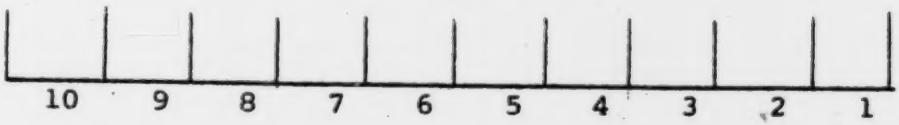
More option time would be of value. I would like to hear a little more about independent study for high school students.

Just now are we getting to work together in a less inhibited way - wish we could go on from here.

DIAGNOSTIC LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois

WEEKLY FEEDBACK

I. Give your rating of these workshop sessions.




II. What are the strong points of the sessions?

III. What are the weak points of the sessions?

## Discussion of Feedback Ratings

Tables VIII through XII give a numerical breakdown of how the participants rated the individual weeks of the workshop session from a low of 1 to a high of 10. The tables are computed on the basis of a range and mean score for each of the four weeks of the workshop and the same for the total of all weeks combined.

In looking at the totals of all feedback questionnaires it is noted that most of the responses occur in the higher end of the ratings. The numerals 8, 9 and 10 appear to be the most frequent ratings given consistently throughout the workshop session. The mean for the total ratings is 8.20 which reflects a feeling on the part of the participants that the workshop was in the direction of being outstanding.

In analyzing the data from an individual week's standpoint a very interesting trend appears. The first week of the workshop was rated on a whole, the lowest. Here the mean score is only 7.59. The second week of the workshop shows a higher degree of effectiveness, getting a mean score of 8.34. The third week of the workshop shows an even higher score, getting a mean rating of 8.45. Apparently the last week of the workshop was considered by most participants to be the most effective and the mean score for that week is 8.80.

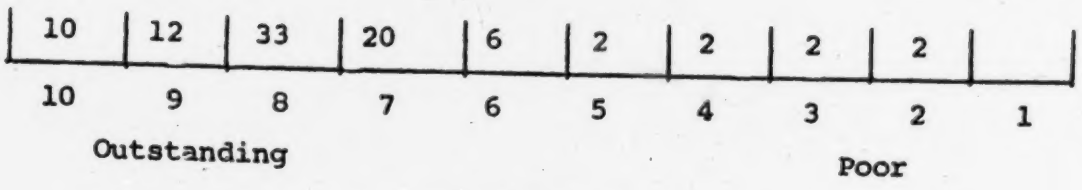
There are probably a number of reasons why this trend occurred. During the first week of the workshop much had to be done in terms of making introductions, explaining procedures, and in general orienting participants to the workshop experience. It is quite likely, that while this was important to communicate to the participants, they did not feel that they were greatly benefiting from this kind of knowledge and therefore were not as excited about the first week as they were about later weeks. Also in the beginning weeks of the workshop time was structured more to lecturing and making presentations to the participants. In the latter weeks the participants had more time and opportunity to work on their own and felt that this was beneficial. In general, it appears that the spirit of the workshop experience increased as the workshop progressed in time. The participants and the Title III team got to know each other better and developed closer relationships and it is most likely that the participants felt that they were getting more from the staff the closer that this relationship developed. This is probably the most significant reason for the ratings becoming increasingly higher as the workshop progressed. In any event it is clear that the vast majority of the participants rated the workshop as being one that was valuable for them consistently through the initial four weeks.

It is further noted that after the first two groups, the ratings were very consistent among groups III through X. There was a notable lowering of the ratings during the first two groups and this was most likely, as discussed earlier, due to the difficulties inherent in getting the workshops going. After the initial beginning period the various groups of participants responded to the workshop with almost identical mean scores and ranges of ratings. This would give some indication as to not only the high quality of the workshop, but also its consistency. While one might expect the level of effectiveness to fall off near the end of the year, this was not demonstrated in the rating scores. The participants in Groups IX and X responded almost identically to those in Groups IV and V.

TABLE VIII

Weekly Feedback Ratings of Ten Workshop Groups

For Week One

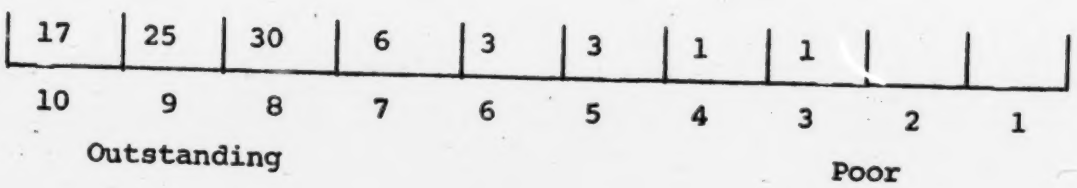



N - 86
Total - 676
Mean - 7.59

TABLE IX

Weekly Feedback Ratings of Ten Workshop Groups

For Week Two

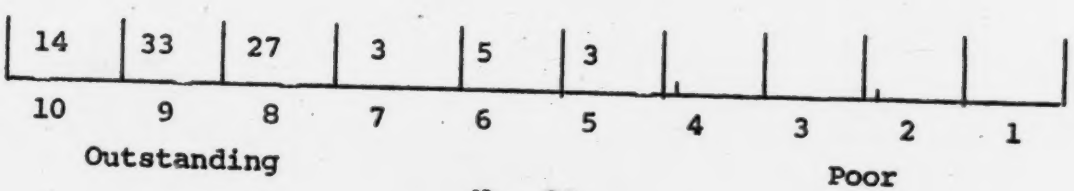



N - 85
Total - 717
Mean - 8.34

TABLE X

Weekly Feedback Ratings of Ten Workshop Groups

For Week Three

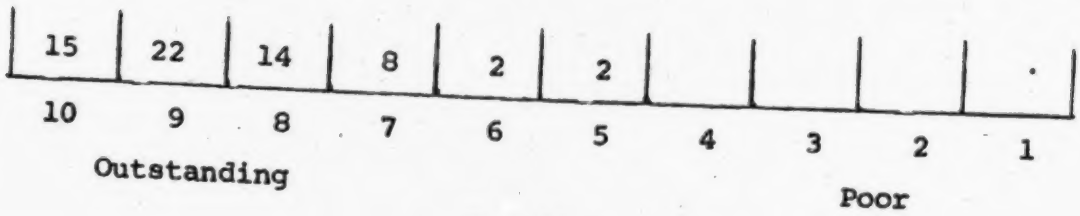



N - 85
Total - 719
Mean - 8.45

TABLE XI

Weekly Feedback Ratings of Ten Workshop Groups

For Week Four

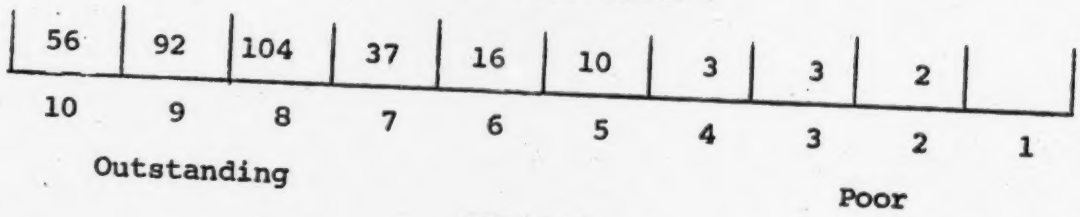



N - 63
Total - 538
Mean - 8.80

TABLE XII

Total Weekly Feedback Ratings of Ten Workshop Groups

For All Four Weeks




N - 323
Total - 2650
Mean - 8.20

## PART II - NARRATIVE REPORT

### Section III

A. Describe the greatest change(s) in the local educational agencies served by the project as a result of the project.

The greatest changes in the local educational agencies served by the project occurred in increased student services. Since the establishment of the Title III Diagnostic and Remedial Learning Centers in 1967, cooperating school districts have implemented new and expanded diagnostic and remedial services.

One of the cooperating elementary districts whose Board of Education rejected direct district involvement in the Title III program in it's first year of operation has developed a parallel program comparable to the diagnostic and remedial program developed by Title III. It should be noted that since its inception this program, although inspired in part by the project proposal for Title III funds, has been supported totally by local educational funds. Consequently, proposals for project continuation have not been necessary in this district. However, through a change in Board of Education policy this district has been able to participate in Phase II and III of the Title III project. This decision has made it possible to offer supportive in-service experiences for teachers in schools with established diagnostic and remedial programs.

Another cooperating elementary district has developed a building and personnel program since 1967 to enable them to

to establish a learning disabilities resource room staffed with a learning consultant in each of the district's elementary schools. This program has been coordinated with the district's reading and instructional materials programs.

This Title III project was well timed for Maine Township in that it was developed at the same time as the legislation for establishment of mandatory special education programs in the State of Illinois. This has made it possible to develop mutually compatible diagnostic and remedial programs in the first two years of the project in addition to insuring greater continuation of Title III activities following the termination of Federal Funds. It is further noted that upon completion of Phase II and III several Title III staff members have joined the faculties of each of our cooperating districts.

Based on their experiences in the Title III program during the 1969-70 school year, several township junior and senior high school teachers began to see the continuing need for in-service activities as well as coordination of the services of special district personnel e.g. psychologist, social worker, counselor, dean of students, etc., which are already available to the schools. A request also was forwarded to district administrators for continuation of a centralized program with resource consultants and materials which can serve faculty members directly.

B. List the community agencies that have cooperated in the project.

Following is a list of the types of co-operating agencies utilized during the term of the project:

a. Other Title III projects.
b. Private and parochial schools not served directly by the project.
c. Medical and educational professionals in the geographic area.
d. Hospitals serving the community.
e. Local newspaper and periodical publishers.
f. Local and national professional organizations.
g. Neighboring universities.

In addition the following list includes the specific agencies contacted by the Center staff.

Northwest Suburban Welfare Council - Des Plaines YMCA
Family Counseling Service - Park Ridge, Ill.
Cook County Public Health, North District Office
Des Plaines, Ill.
Forest Hosital - Park Ridge, Ill.
Lutheran General Hospital - Park Ridge, Ill.
Park Ridge School for Girls - Park Ridge, Ill.
FUND for Perceptually Handicapped Children - Skokie, Ill.
COULD, Council for Children with Learning Disabilities -
Mt. Prospect, Ill.
West Suburban Assn. for the Other Child - Glen Ellyn, Ill.
Jewish Family Service - Skokie, Ill.
Catholic Charities - Arlington Heights, Ill.
Community Counseling Center - Salvation Army - Des Plaines,
Illinois
Maine Township Child Guidance Center - Des Plaines, Ill.
Elgin Zone Center - Elgin, Illinois
Suburban Cook County Tuberculosis Sanitarium District -
Park Ridge, Ill.
Y.M.C.A. (re camp opportunities)
Public Welfare (re family assistance)
Park Departments (re summer recreation facilities)

C. Discuss the results of the cooperation of community agencies and any changes occurring in such agencies as a result of the project.

Regular meetings with directors of area Title III projects were exceedingly useful in assisting all projects in coordination of activities, dissemination of information to one another, and more efficient utilization of Title III service from the State Title III Director's office. In addition, it was felt that through the combined efforts of all Title III programs it was possible to do a more effective job of communicating the Title III "image" to the extended community.

Private and parochial schools and institutions not directly served by the project; medical and educational professionals in the geographic area; and community hospitals were especially cooperative in assisting the project in the organizational stages of development. These agencies were helpful in offering consulting help to our specialists and informing us of their services which would be available to some of the children referred to the project. This articulation was necessary to insure that Federal Funds would not be spent in the duplication of services which were already available.

Local newspaper and periodical publishers were most willing to publish any information of which they are apprised. This service has been helpful in disseminating a sequential description of the development of the Title III program to the community. In

addition to this, local and national service and professional education organizations have assisted by inviting members of the project staff to serve as speakers, panel members, and consultants at area and national meetings.

A major source of assistance came from neighboring institutions of higher education. Most of the specialized consultants to the Diagnostic and Remedial Learning Centers have come through contacts with Northwestern University, National College of Education, Northern Illinois University and the University of Illinois Circle Campus. Furthermore, the project director has served on a committee to assist a major university in the designing of a new teacher preparation program in learning disabilities. Through these contacts the director has also served as a program participant at national conferences.

All school districts of Maine Township have been served by the project in varying degrees. In addition to the direct services to students and teachers in the cooperating public schools in-service meetings, individual student diagnosis, and staffings have been offered to non-public educational agencies in Maine Township. Based on these services some children from the private and parochial schools received direct assistance through our Remedial Centers in the public schools, and one of the teacher-consultants spent one-half of her time in private and parochial schools during Phase II. In addition,

special seminars for administrators have been held with our psychiatrist, and a special curriculum materials display was held for 50 parochial school teachers.

Following is a partial list of types of activities that the Diagnostic and Remedial Learning Centers have addressed themselves to during its operation.

1. Several medical specialists held seminars at the Center:

   A. An optometrist conducted in-service instruction to staff members on visual training.

   B. The psychiatrist held weekly seminars for elementary, junior and senior high teachers, guidance counselors and administrators.

   C. Neurological examinations were conducted involving teacher observation of the testing procedures. All township district public and non-public schools were involved in this activity.

   D. The language pathologist instructed a group of staff members on "Teacher Diagnostic Skills."

   E. A physical therapist conducted staff in-service on "Diagnosis of Gross Motor Learning Disabilities."

2. The itinerant teacher consultant has done in-service on "Identification and Diagnosis of Children with Learning Disabilities" in the non-public schools. Several in-service meetings were held with all of the non-public schools in the township.

3. In-service videotape recordings and accompanying printed handout materials were prepared for teacher education.

4. The entire staff contributed to local district institute programs for teachers.

5. An area Title III Director's meeting was held at the Center.

6. Several visitors, both from within and outside the township came to the Center to learn about the program.

7. A slide-tape presentation with accompanying script has been developed for use by staff members in speaking engagements to community organizations.

8. The Maine Township Reading Strategy Committee conducted several meetings at the Center.

9. Numerous parent meetings were held at the Center with seminars by staff members, psychologist, psychiatrist and social workers.

10. Several in-service workshops were held for district junior high teachers at the Center in the areas of Language Arts, Industrial Education, Math, Social Studies and Reading.

11. High School English teachers met to discuss implementation and improvement of summer workshop materials.

12. Teaching demonstrations utilizing the Center's demonstration classroom and one way mirror were held.

13. Materials and curriculum displays were held during the normal school day, after school, and on Saturday for interested public and non-public school teachers.

14. Non-public school principals' seminar to explain Title III services were held.

15. Material displays for parents along with appropriate films were presented.

16. Numerous in-service programs in addition to the regularly scheduled workshops of Phase III were held at the Center, covering a multitude of subjects and concerning all grade levels from kindergarten to senior high.

## Section IV - Project Continuation

Based on the positive responses of In-Service Demonstration Center workshop participants and the submission of a proposal for program continuation by the Title III director, the administration and the Board of Education of High School District #207 has approved the establishment of a locally funded In-Service Education Program with an annual budget of approximately $50,000. The team members will continue the approach taken by the Title III project during the 1969-70 school year in helping the teachers of District #207 deal more effectively with the individual learning patterns of their students. The Title III staff along with the materials created and purchased through the Title III project will be used for this purpose.

The team will consist of three teacher consultants and a part time psychologist and will be housed in a new facility in one of the district high schools. The purpose of the team is to help in the development of improved instructional services in each of the high schools in Maine Township.

The following services will be offered:

1. Self-improvement in Instruction
   This goal is approached initially by teacher invitation. The methods involved will be discussion, classroom observation, videotapes and/or objective analysis by systems such as Flanders' analysis of teacher-student interaction.

2. Curriculum Innovation
   The exploration of possibilities for expansion or new usage of existing curricula. New or adaptable areas will be considered under this classification.

3. Methodology Consultants
This general area will have as it's goals, suggestions and/or ideas for instructional formats. Teacher personalities and subject matter will be determing factors in this regard and the emphasis will be toward individualization of learning instruction.

4. Demonstration Teaching
A demonstration classroom(s) is presently being considered that would be available for visitations and critiques.

5. Experimental and Research Gathering Projects
Since education continues to be over-flexible, a need is obvious to not only be aware of recent developments in subject matter, methodology and the psychology of learning, but, where possible, contribute to these developments.

6. Testing
Emphasis in this area will be given to describing and explaining tests that are designed for the classroom teacher. Their validity, application, and inclusion in educational programs will be the basis of this phase.

7. Special Diagnostic Instruction
In specific situations where diagnosis of a learning problem is especially difficult, individual sessions may be arranged.

8. Assistance to Pupil Personnel Services
Where assistance appears feasible in an educational or emotional context, staff members may avail themselves of consultation.

9. Train Personnel
The development, training and utilization of paraprofessional, student teachers and students in an economic and educational context.

10. Availability of Resource Center
A central area located in the district for the gathering of materials and research, and for the educational interchange of ideas.

Through such programs as described in Sections III and IV of this report, many of the activities developed and implemented by the Title III project in Phase I and Phase II or procedures similar to them have continued on as locally funded educational programs in each respective district.

## Section V - Dissemination

A. State each method of dissemination used and discuss the reason for its success or failure.

Several methods of dissemination have been utilized by this program during its various phases of operation. The most successful means of dissemination have been those which involved personal contacts between staff members, teachers, and other professional groups. The entire staff has accepted requests to speak to after-school faculty meetings, professional groups, and to parent and service groups at their evening meetings. These meetings not only included explanations of the Diagnostic Center's philosophy and approaches to learning problems, but also offered suggestions in the area of curriculum innovation, demonstrations of materials and methods of working with parent and student groups. In addition to these regional meetings, the director presented a series of sessions to a Language and Learning Workshop sponsored by the Manitoba Association for Children with Learning Disabilities which was held at the University of Manitoba in Winnepeg,Canada.

Durings its first two years of operation the Center prepared a comprehensive slide tape presentation describing all phases of the project, its operations, philosophy and objectives. Copies of this presentation have been sent to the Office of Education in Springfield and Washington, D.C. An additional copy was available for loan to interested groups. This slide tape presentation was also utilized prior to/or in conjunction with

most speaking engagements involving the Center staff. This method of dissemination proved highly effective in showing the different aspects of the program. With the slide tape presentation, a comprehensive fifteen minute review of the Center's philosophy and operation could be shown. The slide presentation was followed by a question and answer period which allowed greater group participation in disucssion of topics pertinent to the individual group being addressed.

A videotape of the slide tape presentation was also prepared and utilized within the dissemination system. This videotape was incorporated in the display at the Illinois Association for Supervision and Curriculum Development, held at the Sheraton-O'Hare in Des Plaines, Illinois.

Major features of this system were the ability to lend the videotape to interested school districts with compatible videotape equipment and to playback the presentation with a minimum of effort.

Other videotapes have been prepared in conjunction with the slide tape presentation, and have been helpful in presenting the project to Diagnostic Center visitors, Boards of Education, and at teacher institute and in-service meetings. These videotapes have also been utilized by surrounding colleges in their presentations on related subjects within the area of the learning process.

These tapes have proved to be most effective in actually showing the work of the neurologist, psychologist, language pathologist, and other specialists heretofore unavailable to most classroom teachers. Requests from surrounding districts and institutions have been made to the Center for the use of these videotapes in their own programs or presentations. A complete annotated listing of these videotapes is included in Appendix B.

Information has also been requested and disseminated at several state and national conventions, conferences and workshops. Following is a list of these conferences at which the project was presented and/or represented durings it period of operation.

1967 - 68

State Social Worker Conference (Illinois Beach State Park Zion, Illinois)
Illinois Council for Exceptional Children (Chicago)
Association for Children with Learning Disabilities (Boston)
American Orthopsychiatric Conference (Chicago)
Council for Exceptional Children (New York)
Illinois A.S.C.D. Conference (Peoria)
International Reading Association (Boston)

1968 - 69

Dyslexia Memorial Institute (Chicago)
Illinois Optometric Association (Chicago)
National Council of Teachers of English (Wisconsin)
Title III Evaluation Seminar (Illinois)
Association for Children with Learning Disabilities (Texas)
Title III Dissemination Seminar (Illinois)
Association for Supervision and Curriculum Development (Chicago)
American Orthopsychiatric Association (New York)
Council for Exceptional Children (Denver)
Illinois Association for Supervision and Curriculum Development (Des Plaines, Ill.)

SRA Creative Techniques (North Aurora, Illinois)
SRA Learning Disabilities (Rosemont, Illinois)
International Reading Association (Kansas City, Missouri)

1969 - 70

American Orthopsychiatric Association (San Francisco)
Association for Children with Learning Disabilities (Philadelphia, Pa.)
International Reading Association (Anaheim, Calif.)
Council for Exceptional Children (Chicago)
EDL Reading Development (Northbrook, Ill.)
Association for Supervision and Curriculum Development (San Francisco, Calif.)

A brochure describing the project's basic premise, objectives and functions was published and disseminated to all teachers within Maine Township (public and non-public schools). Brochures have been mailed to interested groups in twenty states and to thirty two organizations within the State of Illinois. Copies were given to all visitors who attended meetings at the Center. This brochure was used extensively during the first two years of operation at the Center.

During its third year of operation, and the change in emphasis to in-service training, a newsletter was published at the Center and disseminated to teachers throughout the township. This newsletter was disseminated in June at the close of the 1969 . school year. Its purpose was to explain the Center's program for the 1969-70 school year starting in September.

One of the most successful means of dissemination has been the Center's development of the Modalities Training File(Volume II).

This file lists over 700 activities that can be used in strengthening the different modalities of learning when working with children. This file has been disseminated to over 23 states and Canada, more than 80 colleges and universities, numerous local school districts throughout the United States, professional organizations, and interested teachers. In addition, requests have been received from school districts within the United States and Canada to reproduce the file. Recently, the CEC Information Center on Exceptional Children has chosen this document to be reproduced by the ERIC Document Reproduction Service in microfiche and bound copy. The resume appeared as ED 033517 in the March 1970 issue Volume 5, Number 3, of Research in Education. In conjunction with the Modalities Training File the Center's staff has produced several write-ups in the area of learning. (See Volumes III and IV.) These write-ups cover a wide range of topics and grade levels. They have been disseminated in the same manner as the Modalities Training File.

A paper presented by the director at the 1968 Association for Children with Learning Disabilities Conference was selected for inclusion in the published proceedings of that conference. Furthermore, the article describing the project which appeared in the 1968 APSS Yearbook is included in the material listed by the ERIC Counseling and Personnel Information Center. In addition, requests for materials and information have come to the director through the Center's listing as an ERIC Educational

Information Center. Another major source for dissemination has come through the Center listing in the Spring, 1970 Information Retrieval System Index for Educational Practices and Programs published by the Wisconsin Department of Public Instruction.

Newspapers, school publications, professional and PTA pamphlets have all been utilized in disseminating information on the Center's activities. The use of newspaper publications was most successful during the first two years of operation. Some of the responsibility for this dissemination was handled by the high school district public relations staff. Because of district-wide commitments in public relations, adequate coverage of the Title III project was not always possible. Subsequently, pilot schools within the local districts obtained their own newspaper publicity. Due to lack of time and staff, this type of dissemination never reached its full potential. However, several excellent articles were carried in local and regional newspapers in Maine Township and the Chicago area.

During the third and final year of operation and the change of emphasis to in-service instruction for district teachers, periodical coverage was confined to school and professional publications.

As a final service to schools, institutional agencies, special service personnel and administrators in the geographic area served by the project, a Directory of Community Resources

in the Chicago Area for Children with Learning Difficulties (see Appendix C) was developed by the staff social workers. A total of 412 directories were distributed in the Chicago area; 299 were disseminated to cooperating schools in Maine Township; and an additional 113 were sent to former staff, resources listed in the directory, and other counseling and welfare agencies.

The Center has been visited during its period of operation by visitors from Wyoming, California, Massachusetts, Louisiana, Australia, Indonesia and Canada. In all cases, copies of the Modalities File, Staff Reports and other pertinent information were made available to the visitors.

B. List the school districts in the state or outside the state that have adopted your project or elements of your project.

Because each project is unique and builds on past experiences and data from a variety of sources, claims of specific direction in the formulation of new projects become difficult. However, some aspects of the Center program have been incorporated in the development of new projects. Out of state and local visitors have come to the Diagnostic Center to observe its functions and receive suggestions in preparing application grants and establishing working programs. Information received from individuals and other agencies indicated that the Modalities Training File and other Center instructional materials have been utilized in several local and national projects. Appendix D includes a few of the letters commenting on various aspects of the Center operation and uses of materials produced.

## Section VI - Dissemination

A. List all items disseminated by your project such as newsletter, brochures and newsclippings,etc.

Appendix E includes copies of the major dissemination materials and newsclippings produced during the term of the project.

PART III: FINAL EXPENDITURE REPORT
(OSPI 45-03-103)

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
RAY PAGE, SUPERINTENDENT

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF TITLE III, E.S.E.A.,
Title III, Elementary and Secondary Education Act of 1965 - P.L. 89-10

(NOTE: Please read the attached instructions before completing this form)

| NAME AND ADDRESS OF ADMINISTRATIVE DISTRICT | ILLINOIS GRANT NUMBER | BUDGET PERIOD BEGINNING | BUDGET PERIOD ENDING |
|---|---|---|---|
| Maine Township High School District No. 207<br>1131 South Dee Road, Park Ridge, Ill. 60068 | 102-3-70 | MO. 7 DAY 1 YR. 69 | MO. 6 DAY 30 YR. 70 |

PART I - EXPENDITURES

TYPE OF REPORT (Check one): ___ PROPOSED BUDGET SUMMARY ___ ESTIMATED EXPENDITURE REPORT X FINAL EXPENDITURE REPORT

| EXPENDITURE ACCOUNTS | | EXPENSE CLASSIFICATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Functional Classification | Account Number | Salaries: Professional | Salaries: Non-Professional | Contracted Services | Materials and Supplies | Travel | Equipment | Other Expenses | Total Expenditures | Negotiated Budget |
| Administration | 100 | 20,500.00 | 7,475.00 | | 2,089.17 | 1,604.77 | | | 31,668.94 | 31,351.00 |
| Instruction | 200 | 80,409.18 | 2,955.09 | 4,028.33 | 10,691.63 | 1,902.31 | | | 99,986.54 | 99,250.00 |
| Attendance Services | 300 | | | | | | | | | |
| Health Services | 400 | | 4,834.46 | 850.00 | | | | | 5,684.46 | 7,900.00 |
| Pupil Transportation Services | 500 | | | | | | | | | |
| Operation of Plant | 600 | | | 1,954.50 | 300.00 | | | 2,654.89 | 4,909.39 | 5,900.00 |
| Maintenance of Plant | 700 | | | 281.25 | | | | | 281.25 | 600.00 |
| Fixed Charges | 800 | | | 20,884.09 | | | | | 20,884.09 | 15,200.00 |
| Food Services | 900 | | | | | | | | | |
| Student-Body Activities | 1000 | | | | | | | | | |
| Community Services | 1100 | | | | | | | | | |
| Remodeling | 1220 | | | | | | | | | |
| Capital Outlay-Equipment Only | 1230 | | | | | | 1,078.90 | | | 1,100.00 |
| TOTAL | | 100,909.18 | 15,654.55 | 27,998.17 | 13,080.80 | 3,507.08 | 1,078.90 | 2,654.89 | 164,883.57 | |
| Negotiated Budget | | 97,500.00 | 17,000.00 | 27,300.00 | 11,401.00 | 4,000.00 | 1,110.00 | 3,000.00 | | 161,301.00 |

OEPI 45-03-103

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCE OF TITLE III, E.S.E.A., FUNDS

| | | |
|---|---|---|
| 1. Unexpended funds from Grant awarded for prior budget period | $ 9,211.45 | |
| 2. Approved Grant award for budget period indicated | 161,301.00 | |
| 3. Total funds authorized for budget period indicated | | $ 161,301.00 |
| 4. Expenditures during budget period indicated | | 164.883.57 |
| 5. Unexpended funds for the budget period indicated (Item 3 minus Item 4) | | ( 3,582.57) |

PART III - CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

1. Grant Awards $ 657,104.00 2. Cash Received $ 657,091.00

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD

Ralph J Frost — September 22, 1970

SIGNATURE OF ~~PROJECT DIRECTOR~~ Ass't. Superintendent — DATE

Ralph J. Frost

Richard R. Short — September 22,1970

SIGNATURE OF THE SUPERINTENDENT — DATE

Dr. Richard R. Short

SIGNATURE OF COUNTY SUPERINTENDENT — DATE

# APPENDICES

# APPENDIX A

Case Study (Used for Phase III Evaluation)

MAINE TOWNSHIP
DIAGNOSTIC & REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois 60068

Name: Ellad, Joseph

Birthdate: January 18, 1956

Grade: 7

Father's Occupation: truck driver

Siblings: Male Female

Mother's Occupation:

Age: 1952 1951

1959

School History:

1. Assigned (social promotion) to grades 3 through 6
2. Poor performance throughout the grades
3. Very poor in reading skills.
4. Remedial Reading - Grades 3-6
5. Summer School - Grades 4-5
6. Referrals

   Speech - Grade 2

   Social Worker - Grade 3

   Psychological Evaluation - Referred but not tested.

Family Background

1. Parents have always been cooperative in attending parent conferences.
2. Mother has helped Joe at home with reading assignments given by remedial reading teacher.
3. Parents are concerned about his poor skills in reading. They are apprehensive about his future in school.

Behavioral Characteristics

1. Gets along well with classmates.
2. Immature - acts silly at times.
3. Is easily influenced by others.
4. Poor self-concept.
5. Very dependent.
6. Poor study habits and organizational skills.
7. Poor coordination - awkward.
8. Dependable and cooperative - has had own paper route for two years.

## Evaluation of Performance

Learning Abilities.

1. Study Habits.

   He usually needs the teacher's help to complete class assignments. He has trouble following directions and "tunes out" if he doesn't understand assignments. He needs to both hear and see directions; he cannot be expected to read instructions - needs oral reinforcement. Listening comprehension is adequate if he is interested in topic. He is able to follow discussions and understands concepts fairly well but has trouble expressing himself.

2. Written Expression.

He is very poor in written work. He has trouble with organization and sequence. He is very poor in mechanics of writing such as sentence structure, grammar and format. Poor spelling and slow rate of handwriting impede written expression.

3. Spelling.

This is a major problem area. He consistently misspells common sight words. He tries to sound out words but often the sequence of letters is incorrect. He can't remember how to spell words after he has studied them.

4. Reading.

Sight vocabulary is limited. Word recognition skills are very weak. He appears to know phonics skills but is unable to apply them. He tries to sound out words but has trouble with word synthesis. His listening vocabulary is better than reading; he knows meanings of words but cannot read them. He relies on context clues to figure out new words. He is a slow, plodding reader and therefore seldom reads a book. If he is interested in a particular topic he will try to learn about it by using other means than reading a book. He doesn't always remember what he reads but comprehension level is sufficient if he is interested in material and if it is at his level.

This seventh grader reads several years below grade level and lacks basic word recognition skills.

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois

TEST DATA
JOSEPH ELLAD - CHRONOLOGICAL AGE 13-3

| Intelligence Tests: | I.Q. | Grade |
|---|---|---|
| Lorge-Thorndike | 105 | 2nd |
| Lorge-Thorndike | 93 | 4th |
| Lorge-Thorndike | 81 | 6th |

| Detroit Test Scores | Mental Age |
|---|---|
| Visual attention for Letters | 11-3 |
| Auditory attention span for Words | 13-3 |

| Darrell Test Scores | |
|---|---|
| Visual Memory | 10-0 |
| Listening Comprehension | 13-2 |
| Word Recognition and Analysis | 12-5 |

A C H I E V E M E N T  T E S T S:

Iowa Tests of Basic Skills:

| | | Language Arts | | | | | | | Work Study | | Math | | | | | Com-posite |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Date | Gr. | Voc. | Rd. | Sp. | Cap. | Punc. | Usg. | Tot. | Map | Gr. | Ref. | Tot. | Con. | Prob. | Tot. | |
| 10-66 | 4 | 1.5 | 3.2 | 1.4 | 2.3 | 2.0 | 2.5 | 2.0 | 3.6 | 3.7 | 4.9 | 4.1 | 3.7 | 3.8 | 3.7 | |
| 11-67 | 5 | 3.2 | 3.8 | 3.6 | 3.6 | 4.3 | 2.8 | 3.6 | 2.9 | 2.5 | 4.3 | 3.2 | 4.9 | 2.6 | 3.7 | |
| 10-68 | 6 | 5.4 | 3.8 | 3.8 | 3.3 | 3.3 | 3.3 | 3.4 | 4.5 | 3.1 | 3.7 | 3.8 | 5.8 | 3.5 | 4.8 | |

MAINE TOWNSHIP
DIAGNOSTIC & REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois 60068

Name _____

Date _____

1. Joe is having difficulty learning. List his learning problems.

2. How would you identify Joe's learning problem? What techniques would you use to determine his type of difficulty? Who would you ask for help in this process?

3. Joe's written expression is poor. He communicates poorly on paper. What measure can be used to help him?

4. Joe has reached an impasse in learning reading. What other techniques can you think of to help him learn your subject area other than through reading?

5. Joe reads several years below grade level and needs constant help in completing assignments. Briefly describe what requirements and types of assignments you would expect from him.

# APPENDIX B

Video Tape Library

# VIDEOTAPE LIBRARY

Title or Subject: The Mystique Is a Mistake, by Jean McCarthy

VTR #1

Time or length of tape: 40 minutes

Participants: Dr. J. McCarthy

Description: Dr. McCarthy discusses how,because of special education requirements, children with learning disabilities have been placed into special categories. These categories have led to the mystique some teachers have of today's children with learning problems. Dr. McCarthy gives "15 Commandments" to follow when working with these children.

Title or Subject: Mort Lewis, Physical Therapist - Motor Involvement - 2 tapes

VTR #2

Time or length of tape: 1st tape - 4o minutes (complete)

2nd tape - 40 minutes (complete)

Participants: Mort Lewis - Title III staff in workshop session

Description: Mr. Lewis, a physical therapist, discusses theory of physiological aspects of the body, relationship of parts of the brain to motor ability, and explains concept of mid-line.

Title or Subject: Dr. Vuckovich - Neurological Examination

VTR #3-4-5-6

Time or length of tape: 40 minutes each

Participants: Dr. M. Vuckovich

Description: A series of tapes which show neurological examinations of elementary, junior high and senior high students conducted by Dr. Vuckovich, pediatric neurologist. These tapes show the techniques employed during an examination and the reactions to same. After the actual examination, Dr. Vuckovich conducts a seminar with the student's teachers. Diagnostic findings are discussed and suggestions for classroom adjustments are made.
Tapes may be seen as separate units; i.e., elementary junior high or senior high.

Title or Subject: Dr. Gross, Psychologist

VTR #7

Time or length of tape: 40 minutes

Participants: Dr. M. Gross

Description: A discussion of children with minimal brain dysfunction and their characteristics. Suggestions for parents and teachers in working with these children is presented. Drugs used in working with this type of child and use of EEG are also reviewed.

Title or Subject: Elementary Summer Workshop

VTR #8

Time or length of tape: 35 minutes

Participants: Staff members - Jean Callaghan and Jan Pigman; elementary school teachers.

Description: This tape includes teachers' presentations of instructional devices and materials which they developed for teaching elementary school children with learning difficulties. Activities to improve visual and auditory skills in the areas of language art, arithmetic and social studies were demonstrated. Teachers developed audiotapes and numerous visual aids to teach specific skills in spelling, phonics, grammar, subtraction, addition and concepts in geography and history.

Title or Subject: Jr. High Summer Workshop

VTR #9

Time or length of tape: 40 minutes each

Description: Tape I

Teachers explain instructional devices and materials they created for classroom use with children experiencing problems in learning. Subject matter areas included social studies, language arts and science. Audiotapes, overhead transparencies, slide presentations, puzzles, games and numerous devices were developed to teach specific skills as related to units of study in the subject matter areas.

Tape II

Math teachers explain the materials they designed. Methods and materials included practical application of skills; such as, use of

catalogs to teach basic skills. Units in division, multiplication, fractions and measurement were also presented.

Title or Subject: High School Summer Workshop - Tape I

VTR #10

Time or length of tape: 40 minutes

Participants: Don Wixted introducing Maine South and Maine East participants.

Description: Social Studies and English teachers explain the techniques and instructional materials they created in the workshop. Units and materials were designed to be used in the lower tract classes for pupils with learning difficulties. Teachers created slide presentations, transparencies, audiotapes, vocabulary worksheets and other devices to be used in various units of study. Readability formulas were implemented to determine level of textbooks. Bibliographies of high interest, low level books were compiled to correlate with specific units of study.

Title or Subject: High School Summer Workshop - Tape II

VTR #12

Time or length of tape: 20 minutes

Participants: Maine South - Maine East Workshop participants

Description: Techniques and materials designed for low achievers were presented by teachers in the subject areas of General Business, Architec-

tural Drawings and Earth Science.

Title or Subject: First Grade Reading Program - 2 Tapes

VTR #12

Time or length of tape: 40 minutes each

Description: The tape presents a discussion with several primary grade teachers on grouping children for reading by perceptual strength. Discussion of screening techniques, remedial approaches, characteristics and demonstration of materials and equipment is also included.

Title or Subject: Maine Township Diagnostic & Remedial Learning Center

VTR #13

Time or length of tape: 15 minutes

Description: This video tape presentatation shows the first year's operations of the Maine Township Diagnostic & Remedial Learning Center. The organization's functions within the township district and philosophy are shown and discussed.

Title or Subject: Junior High Reading Class; Reading - Use of the Newspaper - Listening Skills

VTR #14

Time or length of tape: 10 minutes

Description: This presentation illustrates an instructional

program concerning the use of the newspaper in teaching specific reading skills.

Title or Subject: Mother's Group - Elementary School District #63

VTR #15

Time or length of tape: 40 minutes

Participants: Lucy Hayward, Judy Graham and Mothers

Description: Parent-teacher discussion group where topics such as; parent's role in the school and community, volunteer services, teacher, teacher-parent relationships, feelings about all children are discussed.

Title or Subject: Debate on Viet Nam

VTR #16

Time or length of tape: 12 minutes from #645 to end.

Participants: 7th grade class - Lincoln Junior High

Description: Formal debate presentation. Discussion, questions and answers, rebuttal, and closing statements are included. Good overview of debate procedure.

Title or Subject: High School Seminar

VTR #17

Time or length of tape: 25 minutes

Participants: Lucy Hayward and Laura Johnson and 4 Senior

High Students

Description: Discuss students' and teachers' code of ethics, rules of dress, discipline standards, administrative role, student-teacher relationships, and student (senior) smoking lounge, etc.

Title or Subject: South School District #62

VTR #18

Time or length of tape: 40 minutes

Participants: Remedial Students and staff members - Rose Pech, Jean Callaghan and Jan Pigman

Description: This videotape shows teachers working with children experiencing learning difficulties. Methods to improve motor skills, handwriting, reading comprehension, auditory and visual memory are demonstrated by teachers working with elementary school children.

Title or Subject: Gross Motor Work

VTR #19

Time or length of tape: 30 minutes

Participants: Elementary and High School Students

Description: This tape demonstrates gross motor discrepancies in elementary and high school students. The tape commences with four high school boys with mild to severe motor problems engaged in normal gym activities. Reproduction of geometric forms, classroom work, obstacle course, balance beam, etc, are also demonstrated with

elementary students.

Title or Subject: Spelling Program

VTR #20

Time or length of tape: 8 minutes

Participants: Mary Kay Newman, East Maine Junior High School-Language Arts Class

Description: The program presented on this tape demonstrates the use of commercial games in teaching spelling at the junior high school level.

Title or Subject: High School Screening

VTR #21

Time or length of tape: 30 minutes

Participants: Don Wixted - Neil Bennett

Description: The Botel Reading Inventory is described, and its use at the senior high level is presented. Discussion of frustration, instructional and independent reading levels and related problems is also included.

# AUDIO TAPES

Title or Subject: Listening Skills - Classification

Audio Tape #1

Speed: 3 3/4

Time or length of tape: Each lesson is about 8 minutes in length.

Participants: Mary Kay Newman - Jr. High Level

Description: This tape is designed to help students improve their skills in listening and in categorizing objects. There are six lessons which include approximately 10 exercises. Students are to listen to the tape and write the category to which objects belong. Answers are included at the end of each lesson.

Title or Subject: Feelings About School

Audio Tape #2

Speed: 3 3/4

Time or length of tape: 35 minutes

Participants: 2 Junior High Students, 1 Senior High Student and Judy Graham

Description: This presentation includes discussion about school and teachers through the eyes of the individual student. Negative and positive feelings are voiced, unedited.

Title or Subject: Listening Skills - Following Directions

Audio Tape #3

Speed: 3 3/4

Time or length of tape: Lessons are 10 minutes in length

Participants: Mary Kay Newman - Junior High Level

Description: The five lessons on this tape are designed to improve students' skills in following directions. Students are to follow instructions on the tape. Each lesson contains approximately ten exercises. Answers are included at the end of each lesson. The lessons can be used as a group activity or individual activity.

Title or Subject: Listening Skills - Discrimination

Audio Tape #4

Speed: 3 3/4

Time or length of tape: 7 1/2 minutes

Description: Environmental sounds. Students are to identify various sounds they hear on the tape. Sounds include: telephone dial tone, alarm clock, etc.

Title or Subject: Listening Skills

Audio Tape #5

Speed: 3 3/4

Time or length of tape: 12 minutes - 3 sections, approximately 4 minutes each.

Description: Sound effects - three separate sections. Each set of sound effects contains sounds that can be connected on sequence to form a story. Students are to identify sounds and then construct a story.

Title or Subject: United States History - Jr. High

Audio Tape #6

Speed: 3 3/4

Time or length of tape: Study Sheet and Worksheet 1 - 20 minutes; Study and Worksheet 2 - 20 2 minutes.

Description: A brief overview of constiiution, Study and Worksheets on Constitution. This tape is designed to be used with written script of the study and worksheets. There are two study and worksheets which briefly discuss the three branches of government and the preamble of the constitution.

Title or Subject: U.S. History - Jr. High Level

Audio Tape #7

Speed: 3 3/4

Time or length of tape: 1 hour

Description: A detailed study of constitution. Study and worksheets on the United States Constitution. This tape should be used with written script of study and worksheets. There are seven study sheets which include major points of the

three branches of government, and the amendments. Worksheets contain questions about the material. This is an inclusive study of the constitution.

Title or Subject: Interaction Analysis Training Tape - The Role of the Teacher in the Classroom

Audio Tape #8

Speed: 3 3/4

Time or length of tape: 65 minutes

Description: Examples of teacher's role: Math, Social Studies, Science. The ways in which to evaluate the teacher's interaction with the student through the use of the Flander's scale.

SLIDE PRESENTATION

Title or Subject: Slide Tape - Title III Program

Time or length of tape: 15 minutes

Description: This slide presentation and audiotape shows the first year's operations of the Maine Township Diagnostic & Remedial Learning Center. The organization's functions within the township district and philosophy are shown and discussed.

# APPENDIX C

Directory of Community Resources

# LISTING OF COMMUNITY RESOURCES

# IN THE CHICAGO AREA

# FOR CHILDREN WITH LEARNING DIFFICULTIES

Maine Township
Diagnostic & Remedial Learning Center
33 South Prospect Avenue
Park Ridge, Illinois 60068

TABLE OF CONTENTS

Section I - Hospital Clinics, University Training Centers and Mental Health Centers

Section II - Private Schools

Section III - Parent-Teacher Groups

Section IV - Summer Camps, Schools and Tutoring Programs

The Maine Township Diagnostic and Remedial Learning Center has compiled this Listing of Community Resources available to children with learning difficulties in the Chicago area, hoping it will be helpful to parents, counsellors and community family agencies. It should be noted that this list is not completely comprehensive, but includes the resources known to the staff members of the Center at the time of publication. The Center does not select or endorse, but rather suggests that parents contact and evaluate those programs which appear most helpful to their children's particular needs.

Compiled by: Lucy Hayward, Social Worker
Title III Project ESEA
May, 1970

# SECTION I

## HOSPITAL CLINICS, UNIVERSITY TRAINING CENTERS AND MENTAL HEALTH CENTERS

HOSPITAL CLINICS

Children's Memorial Hospital
2300 Children's Plaza
Chicago, Illinois
Phone: 348-4040

Child Development Clinic - Division of Child Psychiatry

Director: Dr. Jerome Schulman

Intake Secretary:
Miss Tomasic

Ages: Serving children 3 to 16 years (some younger are accepted) with developmental learning and other intellectual problems, and their associated behavior disorders.

Procedure: Generally referred by private physicians, schools, or other departments of the hospital. Intake interview with parents by Social Worker. The waiting period up to nine months. (Clinic services are only available to residents within a specific geographic area surrounding the hospital. Private patients referred directly to the Division of Child Psychiatry by their pediatricians may come from any area of Chicago or environs.)

Evaluation:
Evaluation includes examinations by various team members, including social worker, public health nurse (including a home visit), psychologist, speech therapist, special educator, pediatricians, and child psychiatrist. The diagnostic process ends with a conference at which all data is reviewed and recommendations evolved. Your private physician is invited. A written summary will be sent to him.

Treatment: Both private and clinic patients - includes both group and individual psycho-therapy, counselling with parents, work on behavior modification with younger children (ages 3-6), speech therapy, follow-up with other agencies.

Educational Therapy:
Educational therapy is done on an individual basis, hourly sessions, one to three per week. Older children have one two-hour session per week. The Educational Therapist, Miss Judy Chambliss, follows up her work with the public school staff.

Children's Memorial Hospital (cont.)

**Fees:** Private patients - billed on a fee per service basis.
Clinic patients - fees adjusted according to income.
Each appointment ranges $.50 to $5.00 (not more than $10.00 per week).

Evanston Hospital
Ridge Ave. at Central
Evanston, Illinois
Phone: 492-2000 Ext. 6470

Evaluation Center for Children with Learning Disorders

Director: Miss Carol Ceithaml

Program: Diagnostic testing done over a period of four to five weeks. Approximately 13 appointments. Social history included. After staffing, recommendations are made. (No treatment done at Evaluation Center.)

Ages: Serving children up to 12 years of age.

Fees: $650.00, but scaled according to family income.

Michael Reese Hospital and Medical Center
29th St. & Ellis Ave.
Chicago, Illinois
Phone: Ca. 5-5533

Evaluation Center

Director: Mrs. Naomi Abrams
Dysfunctioning Child Unit

Program & Procedure:

Diagnostic Clinic. Should be referred by pediatrician, although parent or school may make the initial contact. A multi-diagnostic approach. The child is examined by psychologist, psychiatrist, pediatrician, orthopedic and other specialists. After a professional staffing, recommendations are made to the parents.

Treatment is given on a very limited basis. This is primarily a diagnostic service; very few children receive treatment.

Ages: Children up to and including eight years of age.

Fees: On a sliding scale, according to income of family.

Presbyterian-St. Luke's Hospital
Child Development Center
1753 W. Congress Parkway
Chicago, Illinois 60612
Phone: 942-5351

Program Director:
Dr. C. Edward Stepan

Ages: 3 to 21 years

Services: Diagnostic and testing facilities offered for the aphasias, dyslexia, speech, minimal brain damage syndromes, slow learner, psychiatric disorders.

Referral Sources:
Pediatrician, school, psychiatrist, psychologist.

Staff: Total child, multi-discipline team approach, with emphasis in the neurological, psychological, audiometry, pediatric, ophthalmology, visual training, optometry, psychiatric, endocrinology.

Educational Facilities:
Tutorial, half-day program, full-day curriculum; annual basis at Day Hospital.

University of Chicago Hospital
Child Psychiatry Clinic - Diagnostic Center
950 E. 59th Street
Chicago, Illinois 60637
Phone: Mu 4-6100 - Ext. 6501

Director: Dr. John Kenward

Administrative Staff Coordinator:
Mr. Thomas Wood

Ages: Pre-school to 18 years

Procedure:
Intake interview with parents (or agency) by phone with social worker. (Primarily a training center for graduate students.) Limited treatment offered.

Fees: $25.00 per diagnostic session (usually 2-3 sessions)
$20.00 per treatment session

UNIVERSITY TRAINING CENTERS

Illinois Institute of Technology
Institute for Psychological Services
3329 S. Federal
Chicago, Illinois
Phone: Ca. 5-9600 (Ext. 757)

Reading Services

Director: Ruth Robbins

Program: Study and evaluation of children having difficulty in educational adjustment and progress. Remedial and developmental instruction in skills necessary for effective reading.

Ages: 5 years and up

Testing Program:
1½ days - followed by evaluation and conference with parents.

Fees: $125.00 for 20 hours of instruction.

No waiting period.

Loyola University Guidance Center
1043 W. Loyola Avenue
Chicago, Illinois 60626
Phone: Br. 4-3000

Program: Diagnostic and testing facilities for children primarily with emotional problems. Children are seen who have problems of aphasia, dyslexia, speech, minimal brain damage syndromes, slow learner, psychiatric disorders.

Referral Sources:
Parents, with supporting material from relevant specialists.

Ages: 3 to 15 years.

Professional Services:
A total-child, multiple-discipline team approach. Psychologists, psychiatrists, speech pathologists. Emphasis on psycho-therapy.

Educational facilities:
Individual and group methods of intervention for outpatients. Pre-school, primary, elementary, junior high levels. Students may be enrolled for a remedial program until the age of 15 years.

Fees: Sliding scale, according to family's income.

Waiting period:
Six months.

Northern Illinois University
DeKalb, Illinois

Ray Graham School for Exceptional Children

Director: Dr. Eugene Klemm
Phone - 815-753-1000

Program: Class for children of normal or above intelligence who have learning difficulties

Ages: Primary grades. Approximately 6-10 years old.

Referrals:
Made through De Kalb County Special Education - Mr. Dan Hurd, 503 Oak Street, De Kalb, Ill. 60115. (Suggests working through Maine Township Special Education, Mr. Gaydon Brandt, phone 696-3600, who will contact Mr. Hurd.)

Fees: None

Northwestern University
Learning Disabilities Center
Speech Annex Building
Evanston, Illinois
Phone: 492-7170

Director: Dr. Harold J. McGrady

Program: Functions as both a service agency and a training center. Emphasis on work with children who have specific disturbances in oral communication, reading, written language, mathematics, or certain aspects of non-verbal learning.

Ages: 3 years through school age.

Procedure:

1. Parent completes questionnaire. Other forms are completed by child's physician, school, other persons or agencies who have had prior contact with him.

   After this material has been reviewed, it is decided whether the Center can be of help to this child. He is then placed on the waiting list (6 to 8 months).

2. Diagnostic evaluation. Children under 6 years of age seen for a half day study, school children a full day. (One or two school children are seen per week, only one pre-schooler.)

3. Consultation with parents and recommendations are made. If Center does not feel they can be of help, they suggest other follow-up services.

4. Remediation at the Center includes work with language problems, reading difficulties, and non-verbal children. Work is done on a one-to-one tutoring basis. However, small groups of 2 or 3 preschool children work together on oral language problems.

Fees: Diagnostic fee for preschool child is $50.00; for school age child $75.00. Remediation fee is $60.00 per quarter term.

MENTAL HEALTH CENTERS

Irene Josselyn Clinic
405 Central Avenue
Northfield, Illinois 60093
Phone: 446-8910

Director: Dr. Mary Giffin

Psychiatric Social Worker:
Mrs. Eleanor Lander

Program: A low-cost or no-fee community psychiatric clinic and educational program serving children and adults who cannot afford private psychiatric care, and who live in the North Shore suburban area (Wilmette, Winnetka, Highland Park, Glenview, Northfield, etc.). Diagnostic testing, group therapy, individual, conjoint and family therapy are offered. The clinic accepts for evaluation and treatment people whom the staff think can most benefit from its services.

The educational program (North Shore Mental Health Association) includes seminars (6-12 sessions) for teachers and school administrators, group counselling for parents of children with special problems, and classes in child development.

Staff: Twenty-two professionally trained staff members.

Referrals: Self-referrals are often made. Also physicians, clergymen, school or social agency staff members, friends and relatives contact the clinic regarding referrals.

Waiting period:
Normally up to six months.

Fees: Based upon family income, family size, and other factors affecting ability to pay. Those who are able to pay private fees are referred to qualified private practioners.

Maine Township Child Guidance Center
1032 Lee Street
Des Plaines, Illinois 60616
Phone: 297-2912

Executive Director:
Mr. William Hall

Director of Social Services:
Miss Janet Ruthhart

Ages: Pre-school through adolescents
(adults on a limited basis)

Services: Psychiatric evaluation, psychological testing, neurological examinations, social studies, individual psycho-therapy, family therapy, group sessions, guidance for parents, pharmacological therapy.

Staff: Psychiatrists, psychiatric social workers.

Fees: Sliding scale - according to financial ability of family.

Suburban Mental Health Referral Center

Leaning Tower YMCA
6300 W. Touhy Avenue
Niles, Illinois
Phone: 647-8222

Director: Mr. B. G. Gross

Hours: Monday, Wednesday, Friday afternoons

Referral Staff includes:
Psychologist, doctors, neurologist, child psychiatrist

Program: Testing, diagnostic and referral services for underachievers and children with emotional problems.

A. Individual Testing for children 5 through 15 years of age, followed by consultation with parents. Diagnosis and prognosis is made. Referral suggestions for treatment are given.

B. Remedial Reading taught - grades 5th through 9th, 30-minute appointments individually arranged.

# SECTION II

# PRIVATE SCHOOLS

Ashlock Learning Center
820 Ontario St., P.O. Box 35132
Oak Park, Illinois
Phone: 383-5040

Director: Dr. Patrick Ashlock

Purpose: To provide direct services to students who have various types of educational problems; to provide parents with information and counseling services; to provide teachers with professional information services.

I. Descriptive Testing Program

Ages - 2½ to 22 years.

Procedure:
1. Parents call for appointment for testing.
2. Parents request copies of previous testing be sent to Ashlock Center.
3. Appointment for testing will be given.
4. Fees: Deposit of $50.00 for children under 9 years; $100.00 - 10 years old and older. Applied toward testing fee of $20.00 per hour, $30.00 for written report and final parent conference. (Average testing fee is $150.00.)
5. Testing - results and recommendations sent to parents.
6. Parent conference, and plans made for educational program.

II. Tutoring Program

A specialized educational program for students in pre-school through college, who have average or above average intelligence, and who have learning problems which prevent optimal school performance without this supportive tutoring.

One-to-one tutoring is arranged for Saturdays, weekdays and evenings by special appointment.

Fall term September to December; winter term January to April.

Fee: $15.00 per hour, plus $30.00 for written report and parent conference.

(Cont. next page)

Ashlock Learning Center (cont.)

III. Elementary Day School Program

A private, specialized educational program for students in grades 1 through 6, who have average or potentially average intelligence, but are having learning problems so severe that little benefit is derived from regular school attendance.

Location: 820 Ontario, Oak Park, Illinois

Children attend 8:30 to 3:10 each day. Maximum number of children in each class is six.

Procedure:

1. Admission - Testing and consultation with parents
   Fee: $15.00 per hour, applied to tuition if accepted in school.
2. Parent information and counseling.
   Discussion of test results and recommendations.
3. Educational therapy and remedial instruction.
4. Evaluation (continuously) and return to regular school (eventually).

Fee: $3,000.00 per year (public schools reimburse parents for day school)

IV. Summer School Program

Dates: 6-week session - June 22-July 31, 1970

Ages: Preschool through college level.

For children who have average or potentially average intelligence, and have learning problems so severe that individual instruction on a daily basis in one or more academic or pre-academic areas is needed.

Admission: Procedure primarily the same as for Elementary Day School Program.

Fees: Deposit of $50.00 for children 9 years and under; $100.00 for children 10 years and over, to be applied toward testing fee of $20.00 per hour, $30.00 for writte report and final parent conference.

(Cont. next page)

Ashlock Learning Center (cont.)

| Tuition Fees: | | |
|---|---|---|
| 1 hr. per day | - | $ 450.00 |
| 2 hrs. per day | - | 900.00 |
| 3 hrs. per day | - | 1350.00 |

All testing and parent conferences must be completed and tuition received before summer school begins June 22nd.

A daily report is sent home communicating to parents the work done that day, child's attitude, suggestions for parents and other notes.

Cove School

2109 Sherman Avenue
Evanston, Illinois
Phone: Gr. 5-6646

Director: Dr. Laura Lehtinen

Program: Private school for children 6 to 12 years of age with learning difficulties. Small classes. (Younger children - no more than 7 per class. 11 and 12 year olds attend half-day sessions, 3 students per class.) Screening done at Cove School. Parents bring reports from former schools, pediatrician, etc.

Enrollment:

Approximately 50 students. Faculty ratio - 1 to 4. Waiting period - 1 year.

Tuition: $2500 for 9 months - full day sessions.

The Day School
800 Buena Avenue
Chicago, Illinois 60613
Phone: 827-6000

Principal: Mr. Charles Getman

Ages: Children 5-18 years with average or above average intelligence, who need rehabilitation and remedial education, and who have failed to adjust and function in regular school situation. Teacher-pupil ratio 1-5.

Staff: 14 teachers, part-time consulting psychiatrist and psychologist. School is psychiatrically oriented, and works closely with community agencies and therapists working with individual children.

Admission procedure:
Referrals made by parents, hospitals, physicians, social agencies, schools, educational consultants and guidance clinics. All children and parents are interviewed by consulting psychiatrist before admission. Admission to school is based on psychiatrist's recommendations. (Waiting list.)

Tuition: $275 per month.

School Year:
11 months. 5 days per week - 9:30-3:30.

Grove School
409 Old Mill Road
Lake Forest, Illinois 60045
Phone: 234-5540

Director: Mrs. Edward Matson

Ages: 3 years to young adults

Program: An educational treatment center for the exceptional child.

Classes: Small groups - 6 days per week

Staff: Ratio 1 teacher to 4 children. Staff includes certified teachers, social workers, nurses' aids, visual education expert. The staff is supplemented by corps of volunteers, both adult and youth, who match every hour of professional time with an hour of volunteer time.

Referrals:
Referrals are made by parents, physicians, psychologists, clinics, school and special education districts.

Enrollment:
50 students currently.

Tuition: $225 per month plus transportation. (Consult the school regarding reimbursement by the State Department of Education. Scholarships are also available.)

Shore School
2525 Church Street
Evanston, Illinois
Phone: Un 9-6610

Director: Mr. Alan Goldstein

School Principal:
Mrs. Helene Cohn

Program: Classes for children with learning disorders 3 to 9 years of age. Bussed by public school busses from north and west suburbs. Reimbursement from State Education funds applied toward tuition.

Summer School:
June 22-August 14, 9:00-12:00. Classes for 8 weeks - $70.00 tuition.

Summit School for Exceptional Children

417 W. Main (Educational Building of First Congregational Church)
W. Dundee, Illinois
Phone: 428-2484

Director: Mrs. Ruth Tofanelli
P.O. Box 232
Dundee, Illinois 60118

Ages: Grades 1 thru 12

Staff: Dr. Mortimer Gross, Dr. Joseph Wepman, and seven other staff members.

Educational Plan:
Primarily 1-1 tutoring program 8:30-12:30 only. Afternoons the students return to their regular classes in public schools.

Present enrollment:
36 children

Tuition: $265 per month (prorated according to family's income and eligibility for reimbursement by school district and State of Illinois).

Tikvah Schools

Director: Miss Carolyn Brenner
Office: 616 N. Rush, Chicago, Illinois 60611
Phone: De. 7-6700 - Ext. 206

Schools: Tikvah - North
3635 W. Devon Avenue, Chicago, Illinois

Tikvah - Park Forest
1 Dogwood, Park Forest, Illinois

Tikvah - Glencoe
(opening September, 1970)

Note: All calls and correspondence must go through Rush Street number, and not through the schools.

Ages: 4-16 years

Program: A non-graded, not-for-profit, non-sectarian, interracial school for children who are perceptually handicapped. Classes of 6 children, each having a teacher trained in Learning Disabilities and two teacher aids. Classes organized in 4-year spans: Children 4-8 years of age, 8-12 years, and 12-16 years. Schools approved by State and County. Reimbursement up to $2,000 per child by the State Department of Education. Classes meet 9:00-3:00 five days per week for 10 months.

Unique features of this program: religious education taught by ministers of each faith - Catholic, Protestant, Jewish. Also, mandatory parent counselling is done with psychiatric social workers and other members of the staff.

Screening: Each applicant must present reports from a pediatrician, psychologist and neurologist. If the advisory board approves of his eligibility he is further screened by the staff, and the parents meet with the psychiatric social worker.

(Cont. next page)

Tikvah Schools (cont.)

Enrollment:
Currently 30 children.

Tuition: $3600 per school year of 10 months. (Bussing in Chicago area is included, also textbooks.) Reimbursement of $2000 from State Board of Education.

## SECTION III

## PARENT-TEACHER GROUPS

COULD - Council on Understanding Learning Disabilities
(Northwest Suburban)
1836 Sycamore Street
Des Plaines, Illinois 60018

President:

Mr. Robert Scanlon
Phone: 255-4756

Organization and Purpose:

Organized in 1967 by a group of parents and professionals that recognized the need for increased understanding of the child who exhibited average or above average intellectual abilities, but because of neurological, perceptual, coordinative or behavior difficulties experienced failure when trying to learn in a regular classroom setting.

It is a not-for-profit organization operated and administered by volunteers. Affiliated with the International Association for Children with Learning Disabilities, and the Illinois Council for Children with Learning Disabilities.

Program: Sponsors monthly (1st Wednesday of each month) meetings, open to the public, where leading researchers, educators and other professionals share information regarding these "other children". Before some meetings pre-sessions are held, where parents and others share their concerns informally.

Each month the COULD newsletter is mailed to over 800 interested persons in the community.

COULD has sponsored a Seminar on Learning Disabilities, cooperated (1969) with a local Day Camp to accommodate children with learning difficulties, has offered support to local school boards, and assisted persons preferring to teach children with learning disabilities. It has sought the cooperation of the local press in helping to increase understanding of these children.

Dues: $10.00 per year for families. $5.00 per year for professionals.

Meetings: First Wednesday evening of the month at 8:15 P.M., Little Theater of Prospect High School, 801 W. Kensington Road, Mt. Prospect, Illinois.

FUND - Fund for Perceptually Handicapped Children

Box 656
Evanston, Illinois 60204

President:

Mr. Howard Lurie (Phone: 433-2345)

Film Librarian:

Mrs. John Fenton (Phone: 251-8765)

Organization and Purpose:

A non-profit organization of parents and professionals. Dedicated to the advancement of the education and general welfare of children and youths of normal or potentially normal intelligence, who have learning disabilities of a perceptual, conceptual, or coordinative nature, or related problems. The goal of FUND is to help these children attain the fullest medical, social, educational, and vocational adjustment possible.

Program: Monthly meetings (2nd Wednesday evening) are held at the Winnetka Community House, 620 Lincoln Avenue, Winnetka. Speakers include neurologists, educators, psychologists and other professionals covering various aspects of learning disabilities. Talks are followed by questions - and further discussion at coffee hour.

This group has provided scholarship funds for 182 public school teachers to attend specialized courses in Learning Disabilities and related fields.

A monthly bulletin, "Perception", is mailed to 1300 people.

Dues: $10.00 per family, $5.00 for an individual professional membership.

West Suburban Association for the Other Child

P.O. Box 548
354 Prospect Avenue
Glen Ellyn, Illinois 60137

President (1970-71):
Mr. Robert Kelly

Public Information Chairman:
Mrs. Lois Gartner
Phone: 469-5735

Objectives:
A non-profit organization of parents and professionals dedicated to the advancement of the education and general welfare of the children and youth of normal or potentially normal intelligence, who have learning disabilities of a perceptual, conceptual or coordinative nature, sometimes accompanied by behavior difficulties.

Meetings: Third Wednesday evening of month. Main St. School, Hill & Main Sts., Glen Ellyn, Illinois.

## ADDITIONAL COMMUNITY ORGANIZATIONS INTERESTED IN CHILDREN WITH LEARNING DISABILITIES

Chicago Association for Children
with Learning Disabilities
10628 S. Lawndale Avenue
Chicago, Illinois 60680
Phone: 238-4861

Illinois Council for Children
with Learning Disabilities
P.O. Box 656
Evanston, Illinois 60204

Lake County Council for
Children with Learning Disabilities
134 Sunset Drive
Libertyville, Illinois 60048

Minimal Brain Dysfunction League
P. O. Box 393
Carpentersville, Illinois 60110

Northwest Chicago Association for Children
with Learning Disabilities
6713 N. Olympia
Chicago, Illinois 60631

Northwest Suburban Council on Understanding
Learning Disabilities
816 W. Haddon
Arlington Heights, Illinois 60004

South Suburban HELP
P.O. Box 104
Park Forest, Illinois 60466
Mrs. Ronald Lapin (Chicago Heights) 481-5589
Mrs. Earl Arkiss (Park Forest) 748-5113
Meetings 4th Tuesday of month at
Salk Trails School

## NATIONAL DIRECTORY

Association for Children With Learning Difficulties
2200 Brownsville Road
Pittsburgh, Pennsylvania 15210

Price - $1.00

Lists parent-professional groups throughout the country. Especially helpful for families on the move.

# SECTION IV

## SUMMER CAMPS, SCHOOLS AND TUTORING PROGRAMS

## SECTION IV - CAMPS

### Camp Arrowhead

Reading camp for boys - Minocqua, Wisconsin
Director: Mr. Jim Doran, Teacher in Crystal Lake Public Schools
Ages: Boys 7-17 years of age
Dates: June 28th - August 15th
Two sessions:
4-week session - June 28-July 25
3-week session - July 26-Aug. 15
Cost: $100.00 per week ($650.00 for 7 weeks)
Contact: Mr. Jim Doran, Director
1605 N. Riverside Dr., McHenry, Ill. 60050
Tel: 1-815-385-3119

### Timbertop Camp

Location: Asbury Acres, Almond, Wisconsin
(Approx. 225 miles from Chicago)
Director: Mr. Fred Smith
7128 Lyndale Ave. S., Minneapolis, Minn.
Phone: 866-5740 or 474-8662
Ages: Boys and girls 9-12 years
(Enrollment 30 children)
Dates: June 21-July 18
Cost: $450.00 for 4-week session

### Camp Mikquano

Camp for children with reading problems.
Location: Nelsonville, Wisconsin (near Stevens Point, Wisc.
240 miles from Chicago)
Tel: 715-869-3605
Director: Dr. Robert Schmatz (Dept. of Education, Michigan
Ages: Boys 6-14 years State University)
Dates: June 28-August 8
Program: Tutoring assistance in reading for those with learning difficulties. Approximately 15% of the campers avail themselves of this opportunity. Regular camp activities offered to all. Counsellor ratio is 1 to 4 campers.
Fees: $90.00 per week. Camp periods are 2 weeks each.
Contact: Dr. Robert Schmatz, 1160 Woodingham Dr., East Lansing Michigan, 48823. Tel: 517-351-8376.

## Farm Club

Location: 60th & Garfield, Burr Ridge, Hinsdale, Ill.
Program: A weekend recreation program all year for the entire family of children with learning difficulties.
Contact: Mrs. Warren Ores - Wo. 9-6753
P.O. Box 224, Hinsdale, Ill.

## National ACLD Camp Directory

Send to: Association for Children with Learning Difficulties
2200 Brownsville Road
Pittsburgh, Pennsylvania 15210
Specify: Camp Directory
Cost: $1.00

## SECTION IV - DAY CAMPS

Day Camp sponsored by West Suburban Association for the Other Child (Glen Ellyn)

Location: Wheaton College Campus, Wheaton, Ill.
Edward Caray Alumni Gymnasium

Date: 2-week session July 6-17
Half-days - 9:30-12:30

Ages: Boys and girls - 3 group levels:
Pre-schoolers, Grades 1-6,
Teenagers (used also as Junior Counsellors)

Cost: $10.00 per week

Contact: Dr. & Mrs. Robert Baptista
1218 Howard Court, Wheaton, Ill.
Tel: 665-1586 or Office 682-5254

Do-Mor Day Camp

Location: Half Day - 4 miles west of Skokie Hwy. on Rt. 22 (Half Day Road)

Director: Dr. Dorothy Bernstein
Phone: Ke. 9-7729 (evenings)

Ages: Boys and girls 6-12 years

Dates: June 29-Aug. 7, 8:45 A.M.-2:30 P.M.

Cost: $450.00 tuition for 6 weeks

Program: This is a cooperative program with Northeastern State College Department of Education. It offers diagnostic and remedial help as well as a full day camp program.

Farm Club Day Camp

Location: 60th & Garfield, Burr Ridge, Hinsdale, Ill.

Director: Miss Molly Mills
Phone: 584-8772

Camp Registrar:
Mrs. Ted Kovack, 5808 Middaugh, Downers Grove, Ill. 60515

Ages: Children of all ages, both "normal" and those with learning difficulties.

Program: This is a family-oriented camp; i.e., families of children are encouraged to attend together. During the rest of the year the entire family participates in a recreational program on week-ends.

Dates: June 23-Aug. 6 Tuesdays, Wednesdays & Thursdays 10:00 A.M.-3:00 P.M.

Cost: $45.00, which includes family membership in the Farm Club, plus a swimming charge.

## SECTION IV - SUMMER SCHOOL AND TUTORING PROGRAMS

Ashlock Learning Center, P.O. Box 35132, Chicago, Ill. 60635
Phone: 283-5040
Location: 820 [illegible], Chicago, Illinois
Director: Dr. [illegible] Ashlock
Dates: June [illegible] 31
Cost: Individual tutoring $15.00 per hour
1 hour per day - $450.00 - 6-week term
Ages: Pre-school through 12th grade

Grove School Summer Program, Lake Forest, Ill.

Location: 40 E. Old Mill Road (Tel. 234-5540)
27 acre - former Ridge Farm site
Ages: Boys and girls, pre-school and all school levels grades 1-12
Dates: 9:00 A.M.-2:00 P.M. June 15-Aug. 8
Cost: $300.00 plus transportation for 8-week session
Director: Mrs. Virginia Matson

Northern Illinois University Summer School, De Kalb, Ill.

Location: Ray Graham School for Exceptional Children
Ages: Primary grades (6-10 years of age)
Director: Dr. Eugene Klemm (Tel: 815-753-1000)
Program: Classes for children of normal or above intelligence who are having learning difficulties. Also some 1-1 instruction.
Schedule: 6 weeks June 22-July 31
9:00-12:00 Mon. through Fri.
Fees: No tuition
Referrals: Made through De Kalb County Special Education - Mr. Dan Hurd - 503 Oak St., De Kalb, Ill. 60115. (Suggest working through Maine Township Special Education, Mr. Gaydon Brandt, Phone: 696-3600. He will contact Mr. Hurd.)

Summer School sponsored by West Suburban Association for the Other Child
Location: Congregational Church
Glen Ellyn, Illinois
Dates: June 15-July 3 (3 weeks) 9:30-11:30
Ages: Kindergarten through 12th grade
Fees: Approximately $60.00
Contact: Mrs. Robert East - 668-9658 - Evenings
Mrs. Kenneth Cole - 469-3668 - Evenings
Small classes; some individual tutoring. Volunteer mothers assist.

## Tikvah Summer Camp Schools

Director: Miss Carolyn Brenner
Office: 616 N. Rush, Chicago, Illinois 60611
Phone: De. 7-6700 - Ext. 206

Locations:

Tikvah - North
3635 W. Devon, Chicago, Illinois

Tikvah - Park Forest
1 Dogwood, Park Forest, Illinois

Ages: 4-16 Years

Dates: July 6-August 14 - 9:30-3:30, 5 days per week.

Program: Classes in morning; trips and recreational activities in afternoon.

Fees: $300 for 6 weeks (hot lunch and other activity fees included).

## Shore School

2525 Church Street
Evanston, Illinois
Phone: Un. 9-6610

School Principal:
Mrs. Helene Cohn

Dates: June 22-August 14, 9:00-12:00

Ages: 3-9 years of age

Fees: $70.00 for 8 weeks.

# APPENDIX D

Letters of Comment

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Bureau of Education
for the Handicapped

November 3, 1969

Dr. Thomas V. Telder, Director
Maine Township Diagnostic and
Remedial Centers
33 South Prospect Avenue
Parkridge, Illinois 60068

Dear Dr. Telder:

It was indeed a pleasure for me to be able to visit your fine project. It is easy to see that you are not only making a fine difference at a variety of levels, but are doing so in a creative as well as an exciting way. We have learned from our own research here in Washington that innovation does not stem necessarily from facilities or funding but from human beings who possess innovative qualities within themselves. It was a pleasure for me to meet so many of these fine "innovative" people in your project. Their efforts I know act as a necleus for many of the fine experiences which go directly and directly into the lives of the children in that area.

Your facilities were ones that any administrator would envy, also the personableness of your staff as well as the sincerity of purpose and graciousness are impressions which I appreciated. I have taken the liberty to recommend your project to many other directors so that in time they will contact you and hopefully reflect in their efforts much of what you have done so admirably.

If in the future we can be of any help or assistance, please feel free to contact us. In the meantime, I wish you well in every way both personally and professionally, my regards to everyone.

Sincerely yours,

Dr. Warren J. Aaronson
Chief, Title III Program
Aid to States Branch

cc-Mr. Frost, Dr. Telder 1/6/70 ca

RAY PAGE
SUPERINTENDENT

State of Illinois
Office of the Superintendent of Public Instruction
Springfield 62706

January 5, 1970

DISTRICT 64
RECEIVED
JAN 6 1970
ADMIN. OFFICE

Dr. Richard R. Short
Superintendent
Dempster Street & Potter Road
Park Ridge, Illinois 60068

Dear Dr. Short:

Dr. Reuter and I would like to extend our thanks to you and Dr. Telder for the many courtesies we received during our recent visit to the Title III, E.S.E.A., Diagnostic and Remedial Learning Center. We were extremely sorry that we did not have the opportunity to meet you. The circumstances were unforseen as mentioned per our telephone conversation.

Upon reviewing the data collected at your project, all areas indicate that you are accomplishing the goals and objectives set forth in the proposal. We were impressed with the devotion of the staff and especially the efforts being made by the Director, Dr. Telder. His enthusiasm and professionalism towards the Title III project holds great promise for continuation of the projects ideals and hopefully for the local support of the Diagnostic and Remedial Learning Center. At this point, it is recommended that a structured scheme be finalized for the end of the project report.

If you have any questions concerning the evaluation or if Title III can be of service to you, please feel free to contact this office.

We wish you continued success with your project.

Sincerely,

Stan Nelson

Stan Nelson
Supervisor
Title III, E.S.E.A.

SN/gb

RAY PAGE
SUPERINTENDENT

State of Illinois
Office of the Superintendent of Public Instruction
Springfield 62706

August 19, 1969

Maine Township Diagnostic &
Remedial Learning Centers
33 South Prospect
Park Ridge, Illinois 60068

Dear Park Ridge Project People:

Congratulations on the production of the Modalities Training File. It really is quite an accomplishment! After reading through it, I have an even stronger desire to have some type of exchange of ideas between you and the staffs of projects in Southern Illinois. But North is North and South is South and getting the twain to meet is not easy.

Sincerely,

Lelia Marvin

Lelia Marvin
Supervisor
Title III, E.S.E.A.

LM/rm

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
**WILLIAM J. DODD**
STATE SUPERINTENDENT
BATON ROUGE 70804

May 16, 1969

Dr. Thomas Telder
33 S. Prospect Street
Park Ridge, Illinois 60068

Dear Dr. Telder:

Relative to our telephone conversation, the Louisiana Advisory Council members of Title III, ESEA, Federally Assisted Programs, would appreciate the opportunity to visit your City for the purpose of discussion and review of your "Maine Township Diagnostic and Remedial Learning Centers" Project.

Our visitation day with you is scheduled for June 3.

This party will consist of six council members, Dr. William J. Dodd, State Superintendent of Education and myself.

Thank you for your cooperation and hoping to see you soon.

Sincerely,

Samuel J. Medica

Samuel J. Medica, Coordinator
Title III, ESEA

SJM:cmw

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
**WILLIAM J. DODD**
STATE SUPERINTENDENT
BATON ROUGE 70804

June 6, 1969

Dr. Thomas V. Telder, Director
Maine Township Diagnostic
and Remedial Learning Centers
33 South Prospect Avenue
Park Ridge, Illinois 60068

Dear Dr. Telder:

This is to express the appreciation of the Advisory Council members of Title III, ESEA and myself for the wonderful visit we made to your "Maine Township Diagnostic and Remedial Learning Center" project. You and your staff are to be commended for the exceptionally fine presentation of this program. The knowledge we have gained from this visit will enable us to further advance our own Title III projects.

The many courtesies extended us will be fondly remembered by all. If ever we can be of assistance to you, please feel free to call on us and give us the opportunity to try to repay your kindness.

Sincerely,

Samuel J. Medica

Samuel J. Medica, Coordinator
Title III, ESEA

SJM:mw

cc: Superintendent William J. Dodd

SCHOOL DISTRICT NO. 175
HARMONY SCHOOL
35 NORTH 75TH STREET
BELLEVILLE, ILLINOIS 62223
EXPRESS 7-8444

January 16, 1969

Dr. Thomas Telder
33 South Prospect
Park Ridge, Illinois 60068

Dear Dr. Telder:

I very much enjoyed talking to you on the phone today and appreciated the time that you gave to my questions. We have decided to visit only your center and not Geneva and Arlington Heights as previously planned. As per our telephone conversation we would like to meet with you and examine your program on Friday, January 31. We will be staying at the Park Ridge Inn.

Enclosed please find a list of questions the answers to which we feel would be of help to us in planning our Title III project.

Thank you again for your time. I am certainly very happy that Mr. Hanks recommended your center to us. There will be four people in our party.

Sincerely yours,

Leonard D. Parsate

Superintendent

LDP:rtg

Encl.

SCHOOL DISTRICT NO. 175
HARMONY SCHOOL
35 NORTH 75TH STREET
BELLEVILLE, ILLINOIS 62223
EXPRESS 7-8444

February 3, 1969

Dr. Thomas Telder
33 South Prospect
Park Ridge, Illinois 60068

Dear Dr. Telder:

This letter is to express our thanks and appreciation for the courtesy and hospitality shown us during our recent visit. All four of us felt that the visit was very worthwhile. We definitely feel that you should be very proud of your program and that what you are doing will help many children.

Please extend our thanks to all of your staff.

Sincerely yours,

Leonard D. Parrish

Leonard D. Parrish
Superintendent

LDP:grm

NORTHWESTERN UNIVERSITY
EVANSTON, ILLINOIS 60201

INSTITUTE FOR LANGUAGE DISORDERS

November 16, 1967

Dr. Thomas Telder
Maine Township Diagnostic & Remedial Center
33 South Prospect Avenue
Park Ridge, Ill. 60068

Dear Dr. Telder:

Thank you for agreeing to appear on a panel at the meetings of the Association for Children with Learning Disabilities (ACLD) in Boston, February 1-3, 1968.

The panel on which you will appear is dealing with teacher's preparation, particularly in-service training at the public school level. We are looking forward to a helpful presentation from and to professional personnel at the grass roots level. We assume that you will not only present to the attendance a description of your representative program, but that you will provide useful guidelines for the persons who are wishing to develop such programs.

Communities represented on the panel will be Olathe, Ka., Whitefish Bay, Wisc., Skokie, Ill., and Park Ridge, Ill. Your panel will be chaired by Dr. Don A. Olson of Northwestern University.

If you have further questions, they should be addressed to Dr. Naomi Zigmond, Child Development Laboratory, Massachusetts General Hospital, Fruit street, Boston, Mass. 02114. She is the general program chairman and will provide you with all further information.

Again, thank you for agreeing to appear on this panel. We are looking forward to it.

Sincerely,

Harold J. McGrady, Ph.D.
Associate Professor
Language Pathology

cc Naomi Zigmond, Ph.D.

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*Specific Language Disability*
*Palo Alto, California*

November 15, 1968

Dear Dr. Felder:

Re: In-Service Training at the Public School Level:

Your paper is one of sixty-two which will be included in the PROCEEDINGS OF THE 1968 FIFTH ANNUAL CONFERENCE of the ASSOCIATION for CHILDREN with LEARNING DISABILITIES which was held at Boston in February of this year. The papers to be included in this compilation were selected by an A.C.L.D. Screening Committee.

The anticipated date of publication is December 15. Therefore time is critically important. Would you fill out the enclosed vita sheet and return it immediately. Since editing for uniformity is now taking place it may be necessary for Mrs. Harrington to contact you by phone, so would you be sure to list your number, and include the area code as well.

Would you also indicate whether this manuscript has been or is to be published in another journal or compilation, giving name of the publication, date of issuance, and so forth.

You will receive five complimentary copies of the compilation as soon as it is off the presses.

Many kind thanks. We will look forward to hearing from you right away.

Sincerely yours,

John I. Arena
Editor

JIA:ce

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August 20, 1969

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*New Jersey Rehabilitation Commission*

Dr. Thomas V. Telder
2609 Noyes Street
Evanston, Illinois 60201

Dear Dr. Telder:

Thank you very much for the copy of "Modalities Training File" you sent us. It is surely a comprehensive compilation. Mrs. Kimmell, Coordinating Editor, and I both reviewed it it and congratulate you and your staff on the organization and clarity of presentation.

We are sending this to our clinic so that our reading therapists there can refer to it.

Many kind thanks. If we can be of service to you, please let us know.

Sincerely yours,

John I. Arena

John I. Arena
Editor

JIA:ce

# The Education Cooperative

United States Office of Education Project Number 67-3798 Title III E. S. E. A.

21 Charles Street
Hollister, Massachusetts 01746
429-5011

Astronomy Center, 15 West St.
Natick, Massachusetts 01760
653-4300

ROBERT R. LEE, *Executive Director*
WILLIAM F. FRAKY, *Director Special Education*

POLLY H. VANEK, *Director, Astronomy Education*


September 26, 1969

DOVER-SHERBORN REGIONAL

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Dr. Thomas V. Telder, Director
Title III ESEA
Maine Township
Diagnostic & Remedial Learning Center
33 South Prospect Avenue
Park Ridge, Illinois

Dear Dr. Telder:

In accordance with your instructions on the introduction page of the Modalities Training File I am informing you of my intention of reproducing 50 copies of the File for the teachers and tutors of the learning disabled in the twelve communities listed on the left margin of this page. Due recognition will be given to your center as the source of origin of this material.

I have found this to be an excellent collection of instructional activities and I feel sure that our instructors and students will benefit greatly from their use of this material.

You also sent to me a bibliography of Related Subjects in the Area of Learning Disabilities and Curriculem Adjustments prepared by your staff.

If it is possible for you to do so could you send me a single copy of any or all of the articles listed below:

Article 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, and 135.

I am sending to you, under separate cover, some of the results of our study groups and some of my own work in the area of special education.

- Continued -

We have very little to offer in the area of learning disabilities as we are just starting our programs but as new materials are developed I will send these along to you.

Thanking you in advance for any consideration you might give my request,

I remain,

Sincerely yours,

THE EDUCATION COOPERATIVE

William F. Frary

W. F. Frary
Director of Special Education

WFF:jk

DR. D. MICHAEL VUCKOVICH
104 SOUTH MICHIGAN AVENUE
CHICAGO, ILLINOIS 60603

TELEPHONE 372-4630

May 11, 1968

Thomas V. Telder, Ed.D.,
Maine Towhship Diagnostic
and Remedial Learning Center
33 South Prospect Avenue
Park Ridge, Illinois 60068

Dear Dr. Telder:

For your convenience, a copy of the neurological resume on
is enclosed with this letter.

It was a great pleasure for me to have been able to talk with the memebers of your staff and well as with you personally. I hope that time will permit further similar sessions in the future.

With best wishes, I remain,

Sincerely yours,

D. M. Vuckovich, M. D.,
Pediatric Neurologist

DMV:sb

Encl. 1

BOARD OF EDUCATION
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ARLEEN DAGGS
Assistants Principals

LEROY TOLBERT
Acting Assistant Principal

March 30, 1970

Dr. Thomas V.Telder, Director
Maine Township Diagnostic Learning Center
33 South Prospect Avenue
Park Ridge, Illinois

Dear Dr. Telder:

Thank you for the hospitality extended to me at the Center during my visit on March 16th, 17th and 18th.

I regret that I was unable to meet you personally, however, I do want you to know that I was deeply impressed with the enthusiasm, dedication and professional competence of your staff. All were gracious and gave willingly of their time to be of assistance to me.

Mr. Victor Constanza, Mr. Bob Jacobson and Mr. Richard Dervin were especially helpful; each has the competence and skills needed to generate in teachers a real desire to know more of the theory and practice of learning. It was a delight for me to be with them during my three day stay.

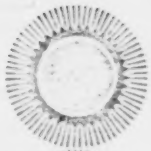
Best wishes for continued success of your project.

Sincerely yours,

Joseph L. Carroll

JLC/mp

CEC Information Center
on Exceptional Children



An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION
IMC/RMC NETWORK

May 18, 1970

Maine Township Diagnositc and
Remedial Learning Center
Park Ridge, Illinois

Sir:

The CEC Information Center on Exceptional Children is pleased to send you the enclosed resume of your publication.

The resume appeared as **ED 033 517** in the **March 70** issue **volume 5 number 3** of Research in Education, the monthly abstract publication of the Educational Resources Information Centers.

XXX Copies of the complete document may be purchased in microfiche and hard copy reproduction at the price indicated in the resume from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. An order form is enclosed for your convenience.

_____ This document is not available in reproduced form from the ERIC Document Reproduction Service.

The resume will also appear in the CEC Information Center's quarterly abstract publication Exceptional Child Education Abstracts and in bibliographies issued by the Information Center.

We hope that you will continue to send us review copies of publications pertaining to research, service, and education for handicapped and gifted persons.

Thank you for your cooperation.

Yours truly,

Renee Johnson

Renee Johnson
Information Coordinator

RJ:vb
Encl

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1499 JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

the following are included: an introductory article, a study of cingulate gyrus epileptogenic foci, and observations on the pathogenesis of the bilateral spike and wave pattern. Concerning neurophysiological bases are articles on pathophysiology of the EEG pattern, focal subcortical lesions, the evolution of ictal discharges, photomyoclonic epilepsy, seizure from a focal discharge, intracarotid sodium amytol tests, and evoked potentials of epileptics. Also presented are discussions of new findings by the contributors and a conclusion by H. H. Jasper. (JM)

**ED 033 516** EC 004 641

*Wolf, James M., Ed.* *Anderson, Robert M., Ed.*

**The Multiply Handicapped Child.**

Pub Date 69

Note—468p.

Available from—Charles C. Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($21.00).

**Document Not Available from EDRS.**

Descriptors—Anomalies, Aurally Handicapped, Cerebral Palsy, Classification, *Clinical Diagnosis, Educational Diagnosis, *Educational Programs, Etiology, *Exceptional Child Education, *Incidence, Learning Disabilities, Mentally Handicapped, *Multiply Handicapped, Preschool Children, Psychological Evaluation, Rubella, Taxonomy, Visually Handicapped

Articles presented in the area of the medical and educational challenge of the multiply handicapped child are an overview of the problem, the increasing challenge, congenital malformations, children whose mothers had rubella, prematurity and deafness, the epidemiology of reproductive casualty, and new education for old problems. Discussions of incidence are the health of well children, handicapped children in Georgia, a followup study, a survey in Alamance County, North Carolina, and the Onondaga Census. Concerned with education are selections on the multiply handicapped deaf, the multiply handicapped retarded, a multidisciplinary approach to preschoolers, the multiply handicapped cerebral palsied and visually impaired, courageous action, and learning disabilities. Articles on evaluation include evaluation of cerebral palsied preschoolers, advances in assessment of the cerebral palsied since 1958, psychological evaluation of the blind, diagnosis and recommendations for placement, and remediation for learning disabilities. Development of a taxonomy for special education, a proposed conceptual framework, consideration of issues in special education, a suggested classification for the handicapped, and a compendium and comments comprise the concluding chapters. (RJ)

**ED 033 517** EC 004 642

**Modalities Training File; Title III ESEA.**

Maine Township Diagnostic and Remedial Learning Center, Park Ridge, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [67]

Note—223p.

**EDRS Price MF-$1.00 HC-$11.25**

Descriptors—Arithmetic, Auditory Perception, Behavior, Comprehension, *Exceptional Child Education, Expressive Language, *Learning Disabilities, Memory, *Perceptual Motor Learning, Psycholinguistics, Psychomotor Skills, Reading, Receptive Language, *Remedial Instruction, Space Orientation, Spelling, Tactual Perception, *Teaching Methods, Visual Perception

A compilation of ideas and teaching methods to be used for remediation of learning problems is presented with skills coded to four different colors of paper. Auditory skills, visual skills, and auditory-visual association (all three both receptive and expressive) are discussed as are non-verbal skills. The stated purposes of this type of compilation are as follows: to increase the teacher's awareness of the learning process, to aid in identification of those with learning problems, to train teachers to develop and use remedial teaching and compensatory learning techniques, to create new curriculum ideas and instructional materials, and to establish a learning resource center for instructional materials. (JM)

**ED 033 518** EC 004 644

*Doctor, Powrie, Ed.*

**Directory of Services for the Deaf in the United States; American Annals of the Deaf.**

Conference of Executives of American Schools for the Deaf.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 69

Note—632p.

Journal Cit—American Annals of the Deaf, v114 n3 p121-744 May 1969

**EDRS Price MF-$2.50 HC-$31.70**

Descriptors—Adult Education Programs, *Aurally Handicapped, Camping, Day Schools, *Directories, *Exceptional Child Services, Hearing Clinics, Interpreters, Organizations (Groups), Professional Personnel, Rehabilitation Programs, Religious Organizations, Research Projects, Residential Schools, Special Classes, State Programs, Teacher Education, Teacher Educators, Teachers

The directory contains a listing (made in October, 1968) of teachers of the deaf, teachers in training, teacher educators, and training centers. A directory of services lists religious workers with the deaf, American organizations, adult education programs, international programs, agencies of the United Nations, summer camps, social and rehabilitation services, rehabilitation and professional personnel, psychiatrists and social workers, centers and services for the deaf-blind, community services, and training programs supported by rehabilitation centers. Private and government sponsored research, publications on deafness, necrology, and state department programs are discussed. A directory of schools, classes, and clinics for the deaf in the U.S. and Canada is included along with information from the U.S. Office of Education on instructional materials centers and media services. (JM)

**ED 033 519** EC 004 646

*Agranowitz, Aleen* *McKeever, Milfred Riddle*

**Aphasia Handbook for Adults and Children.**

Pub Date 68

Note—319p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.75).

**Document Not Available from EDRS.**

Descriptors—Adults, *Aphasia, Arithmetic, Audiovisual Aids, Auditory Agnosia, Auditory Training, Clinical Diagnosis, Diagnostic Tests, Emotional Problems, *Exceptional Child Education, Expressive Language, Group Therapy, Instructional Materials, *Language Handicapped, Reading Comprehension, Receptive Language, Speech Therapy, *Teaching Methods, Visual Perception, Word Recognition, Writing Exercises

The occurance of aphasia in adults and children is discussed along with therapeutic measures. An orientation of what aphasia is and the problems it presents for adults is followed by a statement of present methods of retraining. Consideration is given to an evaluation of defects, attitudes and techniques of retraining, group therapy, and utilization of personalized notebooks. Visual and auditory aids, auditory recognition, naming and recall, motor speech patterns, oral formulation, jargon and garbled language, reading recognition, and comprehension, writing, and arithmetic are also discussed. Special problems inherent in children are mentioned with information addressed to parents. Also included are presentations on the evaluation of defects, special techniques, group therapy involving children, therapy materials, training for visual and auditory recognition, naming, formulating concepts, articulating, and reading, writing, and arithmetic. (JM)

**ED 033 520** EC 004 647

*Case, Maurice*

**Recreation for Blind Adults. Organized Programs in Specialized Settings.**

Pub Date 66

Note—208p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois 62703 ($8.75).

**Document Not Available from EDRS.**

Descriptors—Administration, Administrative Policy, *Adults, Dance, Dramatics, *Exceptional Child Services, Group Activities, Handicrafts, Incidence, Individual Characteristics, Language Arts, Leadership Qualities, Music Activities, Program Planning, *Recreation, Recreational Activities, Socialization, Social Work, *Visually Handicapped, Volunteers

The effects of blindness in adults, activity programs, and the administrative technicalities of these programs are discussed. A definition of blindness, historical background, and mention of social group work serve as introduction to the impact of blindness. Under these activities are included the following subjects: arts and crafts, study and participation in dance and drama, group activities and social events, literary and language activities (braille, lectures, reading groups, music appreciation and contribution), nature outings, sporting events, and miscellaneous features. The qualifications of paid and volunteer staff are considered as is their training. The chain of administration, programing, financing, and physical facilities, including operational problems, are included in addition to the practical problems of recruiting, transporting, and charging patients for the services. (JM)

**ED 033 521** EC 004 655

*Lilywhite, Herold S.* *Bradley, Doris P.*

**Communication Problems in Mental Retardation: Diagnosis and Management.**

Pub Date 69

Note—196p.

Available from—Harper and Row, Publishers, 49 East 33rd Street, New York, N.Y. 10016 ($5.95).

**Document Not Available from EDRS.**

Descriptors—Auditory Evaluation, *Communication Problems, Dental Health, Educational Programs, Etiology, *Exceptional Child Education, Identification, Language Development, *Mentally Handicapped, *Speech Handicapped, Speech Therapy, Voice Disorders

Discussed are the problems of communication in mental retardation with an introductory background and definition of this problem, including the etiological factors and general characteristics. A presentation of diagnostic methods leads into discussions of the problem of medical-dental management and educational management of the retarded child. Specific diagnosis of communication disorders, and management of and therapy procedures for these communication disorders are treated and include the following suggestions for assistance: individual attention in speech programs; social group situations; and the establishment of socially useful goals in communication skills. Also provided are notes on future trends in the field. (JM)

**ED 033 522** EC 004 666

*Tomatis, Alfred*

**Dyslexia.**

Pub Date 69

Note—102p.

Available from—University of Ottawa Press, Ottawa, Ontario, Canada.

**Document Not Available from EDRS.**

Descriptors—Auditory Agnosia, Auditory Perception, Auditory Training, *Dyslexia, *Exceptional Child Education, Historical Reviews, Human Posture, Lateral Dominance, *Learning Disabilities, *Listening, Physicians, Psychologists, Teachers

It is stated that dyslexia is a disorder of auditory origin. The meaning of dyslexia is divided into the medical and educational aspects of the disease in an attempt to lead the teacher to emphasize hearing in education rather than merely sight. The role of the teacher, doctor, and psychologist in the history of dyslexia is discussed. In dealing with the proposed concept of dyslexia, it is suggested that there is an interaction between audio and phonatory functions and that this function is important in reading. The methods of audio-psycho-phonologic diagnosis are treated along with audio-psycho-phonologic treatment using filtered music, the maternal voice, and electronic auditory equipment. The conclusion reached is that better listening leads to better reading. (JM)

**ED 033 523** EC 004 667

**Academic Achievement Test Performance of Hearing Impaired Students; United States: Spring 1969. Data from the Annual Survey of Hearing Impaired Children and Youth.**

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Series-D-1

Pub Date Sep 69

Note—50p.

**EDRS Price MF-$0.25 HC-$2.60**

Dear Sirs,

Please send me
[illegible] mail.
Modalities Training
file Developer Rig
Main - Foundation
Rep. [illegible] and Remedial
Seal - [illegible] Nat.
33A - [illegible] Fixation
Va [illegible] Division
Title III ESEA
Dr. Thomas V. Tolch
Director
Sis Bonnette
Jan Gallagher Chairman
Penny Snyder
Shirley Schachtman

Please send me a bill
to Delmarva Child Development
Center - P.O Box 424 Elgin
Oregon 97827 -
Elsie Lueth Director

ALEXANDER ELEMENTARY SCHOOL
1545 COTY STREET
SHREVEPORT, LOUISIANA 71101
Mildred J. McCormick, Principal

June 20, 1969

Mr. Robert Jacobsen
Coordinator of Remedial Centers
Park Ridge, Illinois 60068

Dear Mr. Jacobsen:

Your card file has kept me entranced for days! The format and the analytical index are intriguing and I find myself engrossed with it, completely oblivious to the dozens of other things that I should be doing! It is beautifully done and will certainly prove most helpful to me and my co-workers. I can see that it represents many hours of work on the part of many people and you are kind to share it with us. Thanks a million for this most generous gesture.

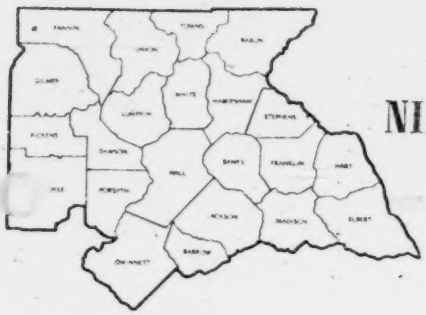
Our visit to your center was delightful and in retrospect I enjoy it more and more. All of us felt that it was most profitable as well as being such a pleasant experience.

Your "cold and cloudy city" was really a welcome respite from our 90-degree and above weather. Too, I am very proud of my wall hanging that you so patiently waited for me to purchase.

Do give my regards and best wishes to all the personnel there and know that we feel deepest appreciation for the time and effort that you expended in making our visit such a worth-while and enjoyable one.

Most sincerely,
Mildred McCormick
Mildred McCormick

Home Address:
Mrs. L. F. McCormick
5260 Dixie Garden Drive
Shreveport, Louisiana 71105




NINTH DISTRICT EDUCATIONAL SERVICES CENTER

P. O BOX 548 / CLEVELAND, GEORGIA 30528 / PHONE (404) 865-2141


August 20, 1969

Maine Township Diagnostic
and Remedial Learning Center
33 South Prospect Avenue
Park Ridge, Illinois 60068

Dear Sirs:

Your generous packet of material has gratefully been received. It will be very helpful to us in serving the children of the Ninth Congressional District.

Thank you very much for your prompt reply to my request.

Sincerely,

Naoma Price

Mrs. Naoma Price, Coordinator
Language Development

NP/mf

# *Township High School District 113*

1040 PARK AVENUE
HIGHLAND PARK, ILLINOIS 60035

HIGHLAND PARK HIGH SCHOOL
DEERFIELD HIGH SCHOOL

TELEPHONE (312) 433-2020



DISTRICT 207
RECEIVED
MAR 4 1970
ADMIN. OFFICE


February 2, 1970

Superintendent of Schools
School District No. 207
Dempster and Potter Road
Park Ridge, Illinois 60068

Dear Sir:

I recently received from the Office of the Superintendent of Public Instruction a list of Title III (Elementary and Secondary Education Act of 1965) Special Education Projects.

According to this information you have background materials available describing your program titled, Maine Township Diagnostic and Remedial Learning Centers.

I would appreciate receiving a copy of this material.

Thank you.

Sincerely,

Martha Jo Mathews

Martha Jo Mathews (Mrs.)
Administrative Assistant
to the Superintendent

MJM/fr

Mail 4-27-70

# BRANDON SCHOOL DIVISION No. 40

Park ..... SCHOOL
Brandon, Manitoba
Canada
May 26, 1970

Maine Township Diagnostic
& Remedial Learning Centre
33 South Prospect Ave.
Park Ridge, Illinois

Dear Mr. Telder,

Those of us from Brandon enjoyed your presentation at the Winnipeg Conference very much. We went home with a real drive to share our experiences with the other teachers of our division and at present are planning a series of short workshops for the primary department here.

There are some topics on the list of related subjects in the area of learning disabilities and curriculum adjustments that we would very much like to have. See attached list.

Would it be possible for you to send us these materials together with a statement of costs? We would see that the money reached your office promptly. If this possible send the materials to:

Marion Robinson
Park School
Brandon, Manitoba, Canada

Thank you again for your enthusiasm and encouragement.

Yours sincerely,
Marion A. Robinson
Marion A. Robinson
Adjustment Teacher

MAR/ag

# APPENDIX E

Dissemination Materials and Newsclippings

# NEWS LETTER

## *Maine Township Diagnostic and Remedial Learning Center*

*E.S.E.A. Title III*

Maine Township High School Dist.#207, Dr. Richard R. Short, Superintendent

MAINE TOWNSHIP TITLE III PROGRAM FOR 1969-70 SCHOOL YEAR

The following plan for Phase III of the Maine Township Diagnostic and Remedial Learning Center Program is based on the premise that as long as the 1969-70 school year is the final year for federal funds that measures be taken to insure greater service for a greater number through the establishment of a teacher in-service demonstration center referred to as a Child Study Center. This concept is based on the premise that instead of developing special education programs as a dumping ground for many children with problems we bring professional services directly to the classroom teacher where they can be more effectively utilized.

This in-service training center will be developed within the school districts in Maine Township for the training of teachers and the understanding of the learning process, learning problems of children, remedial approaches and the latest innovations in curriculum and curriculum materials. Teachers will be selected on a quota basis by their respective school districts. Teachers will be released from their classrooms two full days per week for a total of four consecutive weeks for training at the Center, 33 S. Prospect in Park Ridge. Substitute teachers will be assigned to the regular classrooms by each district. Six more days of training will be provided within the teacher's own classroom following the training period at the Child Study Center.

The last six days of training within the classroom should eliminate the use of extensive substitutes and will also provide very direct services to the classroom for the teachers. The specific activities conducted in the Child Study Center will fall under the categories of:

a) diagnosis
b) curriculum development
c) teaching practicum
d) follow up

Based on this projected program for Phase III the Maine Township Diagnostic and Remedial Learning Center proposes:

The following plan for Phase III of the Maine Township Diagnostic and Remedial Learning Center Program is based on the premise that as long as the 1969-70 school year is the final year for federal funds that measures be taken to insure greater service for a greater number through the establishment of a teacher in-service demonstration center referred to as a Child Study Center. This concept is based on the premise that instead of developing special education programs as a dumping ground for many children with problems we bring professional services directly to the classroom teacher where they can be more effectively utilized.

This in-service training center will be developed within the school districts in Maine Township for the training of teachers and the understanding of the learning process, learning problems of children, remedial approaches and the latest innovations in curriculum and curriculum materials. Teachers will be selected on a quota basis by their respective school districts. Teachers will be released from their classrooms two full days per week for a total of four consecutive weeks for training at the Center, 33 S. Prospect in Park Ridge. Substitute teachers will be assigned to the regular classrooms by each district. Six more days of training will be provided within the teacher's own classroom following the training period at the Child Study Center.

The last six days of training within the classroom should eliminate the use of extensive substitutes and will also provide very direct services to the classroom for the teachers. The specific activities conducted in the Child Study Center will fall under the categories of:

a) diagnosis
b) curriculum development
c) teaching practicum
d) follow up

Based on this projected program for Phase III the Maine Township Diagnostic and Remedial Learning Center proposes:

1. to increase the classroom teacher's awareness of the learning process and the various difficulties that may interfere with it;

2. to help the classroom teacher to identify children with learning problems within the classroom;

3. to train teachers to develop and use remedial teaching techniques with children with learning problems;

4. to train teachers to develop and use compensatory learning techniques with children with learning problems;

5. to create new curriculum ideas and instructional materials that can be built practically into the normal curriculum for children with minor learning difficulties;

6. to establish the Child Study Center as a learning resource center for instructional materials.

Based on the foregoing objectives the following program is planned for the 1969-70 school year under Title III:

## Curriculum for the Child Study Center

A. Diagnosis

1. One day will be scheduled for training in identification of children with learning difficulties.

2. Two days time will be allotted for a workshop involving the teacher trainees and the diagnosis of learning difficulties.

3. One day will be scheduled for a workshop in which the teacher trainees will try out their diagnostic knowledge, under supervision, with school children designated as having possible learning problems. The children will be selected by the teacher trainees from their own classrooms. This will enable each trainee to get diagnostic service for his or her own classroom.

B. Instructional Materials

Four days will be allotted to the exposure of the teacher trainees to instructional materials for children with learning difficulties.

C. Teaching Practicum

Four days of time will be allotted to the teacher trainees to go back to their classroom and work with their students with the help of the Title III staff. The knowledge gained in the identification, diagnosis and instructional materials workshops will be put to use in the teacher's classroom.

D. Follow-up

An amount of time equal to two days will be used for consultation and questions concerning the application of the diagnostic and remedial principles learned in the project to the teacher's own classroom. The Title III staff will return to the teacher's classroom to answer any questions upon the teacher's request.

A total of 90 teachers can be accommodated by the Center through-

2. Two days time will be allotted for a workshop involving the teacher trainees and the diagnosis of learning difficulties.

3. One day will be scheduled for a workshop in which the teacher trainees will try out their diagnostic knowledge, under supervision, with school children designated as having possible learning problems. The children will be selected by the teacher trainees from their own classrooms. This will enable each trainee to get diagnostic service for his or her own classroom.

B. Instructional Materials

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D. Follow-up

An amount of time equal to two days will be used for consultation and questions concerning the application of the diagnostic and remedial principles learned in the project to the teacher's own classroom. The Title III staff will return to the teacher's classroom to answer any questions upon the teacher's request.

A total of 90 teachers can be accommodated by the Center throughout the school year. (Each district may select any school personnel they deem appropriate for the training sessions.) Following are the beginning dates of each of the ten training periods:

| | |
|---|---|
| Group 1 - September 22,1969 | Group 6 - January 12,1970 |
| " 2 - September 24 | " 7 - February 18 |
| " 3 - November 3 | " 8 - February 23 |
| " 4 - November 5 | " 9 - April 13 |
| " 5 - January 7,1970 | " 10 - April 15 |

Any interested persons are asked to contact their respective building principals for further information.

MAINE TOWNSHIP
DIAGNOSTIC & REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois 60068

*Administered by:*

MAINE TOWNSHIP HIGH SCHOOL
DISTRICT NO. 207

DR. RICHARD R. SHORT
*Superintendent*

MR. RALPH J. FROST
*Assistant Superintendent*

---

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Mr. E. Hoy McConnell
Mr. William T. Newport
Mr. John W. Wilkins
Mr. William P. Wuehrmann

---

PARTICIPATING
SCHOOL DISTRICTS

*Des Plaines School Dist. No. 62*
*Dr. Leon Smaage, Superintendent*

*East Maine School Dist. No. 63*
*Mr. Hugh E. McGuigan, Superintendent*

*Pennoyer School Dist. No. 79*
*Mr. Deno J. Fenili, Superintendent*

*Non Public Schools of*
*Maine Township*

# Maine Township Diagnostic and Remedial Learning Centers

*Title III ESEA 1965 (PL 89-10)*

DR. THOMAS V. TELDER
DIRECTOR

33 South Prospect Avenue
Park Ridge, Ill. 60068
(312-692-4222)

## Maine Township Diagnostic and Remedial Learning Centers

### ESEA TITLE III

In 1965, Title III of the Elementary and Secondary Education Act was passed by Congress, creating a program known as PACE—Projects to Advance Creativity in Education. PACE is designed to encourage school districts to develop imaginative solutions to educational problems; to more effectively utilize research findings and to create, design, and make intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs.

Approval for the establishment of what has become known as the Maine Township Diagnostic and Remedial Learning Centers was granted under Title III, ESEA, to High School District #207 on June 30, 1967, with a three year budget of $850,000.

### BASIC PREMISE

The premise of the program arises from the concept that every child should have the opportunity to perform at the level of his potential capability. Many children in our schools at all levels of ability fail to perform at their potential level of achievement, but the focus of the Diagnostic and Remedial Learning Center is upon the child with learning difficulties in reading and communication skills. Children with learning difficulties in these basic areas are normally doomed to failure in school, prone to become school dropouts and destined to have difficulty in adult life. The basic premise of the program is, therefore, to enable children with reading and communication difficulties to have the opportunity to perform at the level of their potential capability so as to improve their chances of a successful school experience and prepare them for a meaningful life as an adult.

### MAJOR OBJECTIVES

The Maine Township Diagnostic and Remedial Learning Centers propose:

(1) to identify the student working below capacity;

(2) to diagnose the problem limiting his achievement;

(3) to prescribe remedial work to bring him up to his potential;

   a. specialized remedial work outside the normative class situation.

   b. remedial work to be conducted within the regular classroom.

(4) to provide in-service training to teachers and other educational personnel to make them more able to recognize and work with the child in the classroom;

(5) to provide an information and advisory service for parents, to insure their understanding and receive their cooperation in aiding the child;

(6) to identify and provide remedial work to help reclaim the potential dropout who almost invariably has learning difficulty in communication skills.

### FUNCTION

Assistance in early identification, skillful diagnosis, and successful remedial techniques will be provided by the centers. Specifically, the diagnostic and remedial services are provided by the following means.

When a child with serious reading retardation or learning difficulties has been identified, the teacher-consultant, or educational diagnostician, interviews the teacher or teachers of the

child, observes the child in classroom situations, examines the child's cumulative school records, and makes an initial educational assessment based on accumulated data. The teacher-consultant then decides whether (1) to administer additional diagnostic screening instruments; (2) to enroll him with the reading specialist for out-of-class remedial teaching in an individual or small group situation; or (3) to assign him to the learning disabilities teacher for perceptual motor training, improvement of linguistic deficits, as well as remedial reading instruction; or (4) to leave him in his classroom and help his classroom teacher by initiating the corrective teaching, demonstrating techniques, and providing appropriate instructional materials. In addition, the teacher-consultant can refer a child to the Diagnostic Learning Center for a differential, multi-disciplinary diagnosis for a more extensive evaluation. The Diagnostic Learning Center can provide a further estimate of learning capacity; preliminary assessment of perceptual-motor skills and linguistic abilities; sensory screening and a compilation of personal, family, and school history.

## REFERRALS

Because of the innovative nature of this project, referrals for student services generally will be limited to children attending schools in which a Remedial Learning Center has been established. Principals in the "pilot" schools will forward their approved referrals to the teacher-consultant in the local Remedial Center.

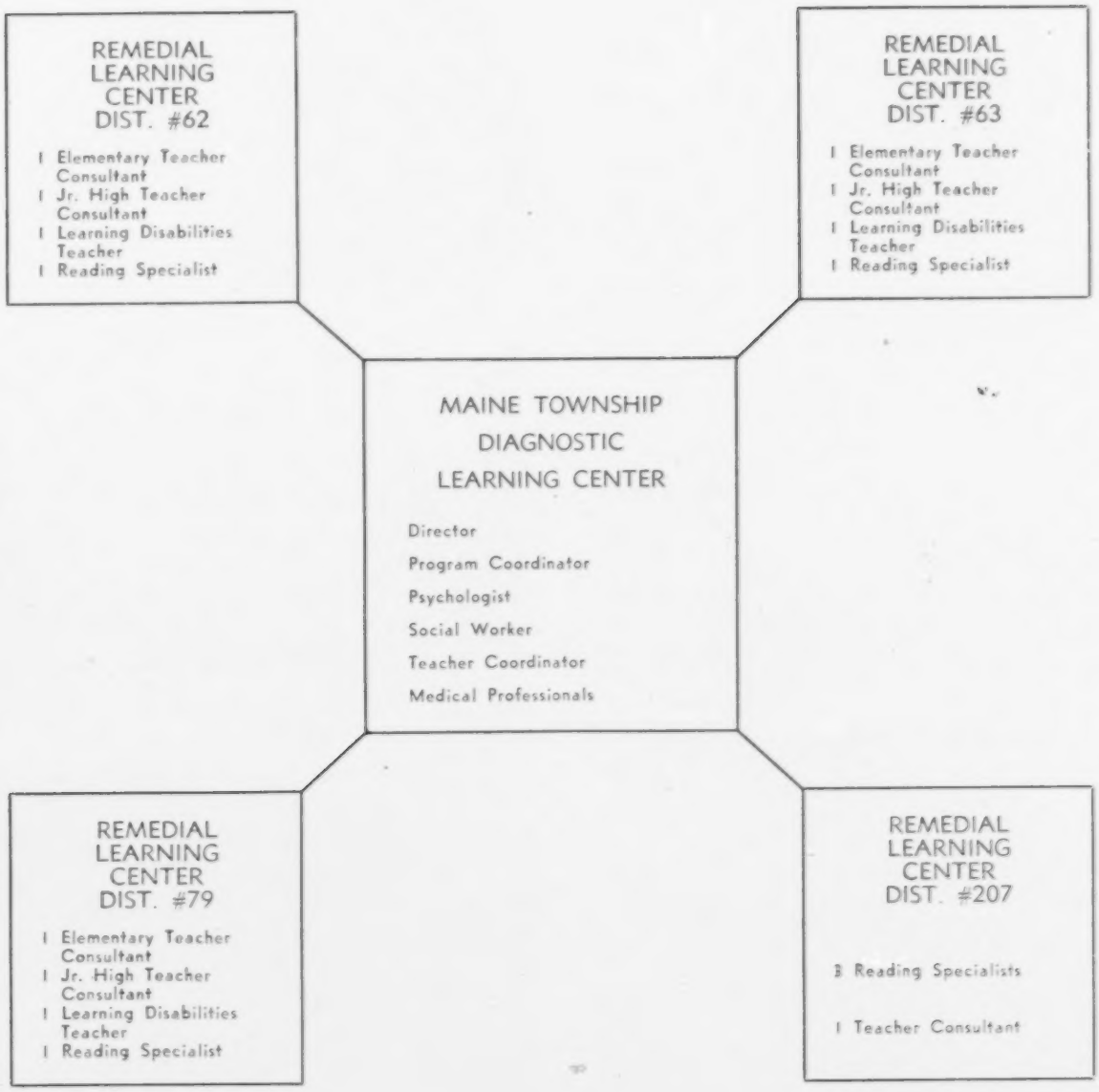
## PILOT SCHOOLS

The term "pilot" under Title III refers to an activity which is designed to test the feasibility of an exemplary and innovative program on a small scale. Therefore, services of the Center are concentrated at certain "pilot" schools and then extended to as many other public and non-public schools as possible after insuring the "pilot" schools an adequate amount of diagnostic and remedial assistance. In-service activities are made available to other Maine Township educators and parents through the "pilot" school Remedial Learning Centers and the Diagnostic Learning Center at 33 South Prospect Avenue in Park Ridge, Illinois.

**Observation**

**Demonstration**

**Participation**


REMEDIAL LEARNING CENTER DIST. #62
1 Elementary Teacher Consultant
1 Jr. High Teacher Consultant
1 Learning Disabilities Teacher
1 Reading Specialist
REMEDIAL LEARNING CENTER DIST. #63
1 Elementary Teacher Consultant
1 Jr. High Teacher Consultant
1 Learning Disabilities Teacher
1 Reading Specialist
MAINE TOWNSHIP DIAGNOSTIC LEARNING CENTER
Director
Program Coordinator
Psychologist
Social Worker
Teacher Coordinator
Medical Professionals
REMEDIAL LEARNING CENTER DIST. #79
1 Elementary Teacher Consultant
1 Jr. High Teacher Consultant
1 Learning Disabilities Teacher
1 Reading Specialist
REMEDIAL LEARNING CENTER DIST. #207
3 Reading Specialists
1 Teacher Consultant

Chicago Tribune
RTH NEIGHBORHOOD N
THURSDAY, JULY 20, 1967

# Remedial Training Center Is Planned for Schools

A 1-year federal grant of $364,890 has been awarded to Maine High school district 207 to establish a center to provide remedial reading and speech therapy for all public and parochial elementary and high school students with learning disabilities in the district.

The proposal to establish the center for three years recently was approved by the United States Office of Education, and the grant was made under title 3 of the Elementary and Secondary Education act. The money will fund the center for the first year of operation, which begins in September, according to E. Hoy McConnell, Park Ridge Board of Education president.

**Involves Reading, Speaking**

Frank Newton, public information director for district 207, said the major objective of the center is to provide therapy to students experiencing difficulty in reading and speaking, thru special teaching and consultative services furnished by doctors and therapists. The center will have a full time staff of 26 teachers and the part time services of eight staff members, including a pediatrician, a speech therapist, a nurse, and an ophthalmologist, he said.

The center also will provide in-service training to increase teacher competence in helping disabled learners. Newton said the district would hire several new teachers to supplement the district's staff. Teachers and therapists will counsel the parents of the children with learning disabilities so that treatment will extend into the home, he said.

**Aims at Dropouts**

One of the goals of the center is to reclaim high school dropouts by using the remedial and therapeutic services of the center and initiating a work study program, he said.

and 19 Lutheran and Roman Catholic elementary and high schools.

The director of the new center will be Thomas Telder, presently an assistant professor of education at Northern Illinois university, De Kalb.

7-10-67

PARK RIDGE JOURNAL MONDAY, JULY 10, 1967

OK Grant Of $364,890

# Federal Funds Will Be Used By Dist. 207 For Learning Center

A federal grant of $364,890 has been awarded Township High School Dist. 207 to establish a learning center for the development of reading and communications potential, according to E. Hoy McConnell, Park Ridge, Board of Education president.

The proposal to initiate the center was recently approved by the United States Office of Education. The $364,890 grant will fund the program for its first year of operation which will begin September of 1967.

Over a three-year period, as officially sanctioned by the Office of Education, the project will provide a model program designed to prescribe and furnish corrective and remedial training for students experiencing all levels of difficulty in reading and communication. Services ranging from classroom help to a complete multi-disciplinary diagnosis will be offered public and parochial school students of Maine Township.

The major objectives of the program are: (1) to provide a successful model program, K-12, for furnishing remediation and therapy, to children experiencing any degree of reading and communication difficulties, thru a multi-disciplinary diagnosis, prescriptive teaching and consultative services; (2) to provide in-service training to increase teacher competence in helping disabled learners; (3) to provide an effective counseling program for parents of children with learning difficulties; (4) to reclaim drop-outs by using the remedial and therapeutic services of the center and a work-study program.

According to Dr. Richard R. Short, Superintendent of High School Dist. 207, director of the program will be Dr. Thomas V. Telder. Dr. Telder, presently an assistant professor of education at Northern Illinois university, DeKalb, will assume his new duties early in August.

The project application for the establishment of the learning center was prepared by three members of the Maine Township High school staff: Neil Bennett, Jesse Garrott and Fred Swinnerton, who served as chairman of the group.

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# Pennoyer School Center For Maine Remedial Learning

Sun. Herald 11-22-67

A $365,890 grant under Title III of the Elementary and Secondary Education Act of 1965 was recently awarded to the Maine township schools to establish learning centers in order to develop students' reading and communications potential.

Pennoyer school is one of five such centers for the Maine township schools.

During a three year period the project, recently approved by the United States Office of Education, will provide model programs designed to prescribe and furnish corrective and remedial training for students experiencing all levels of difficulty in reading and communications.

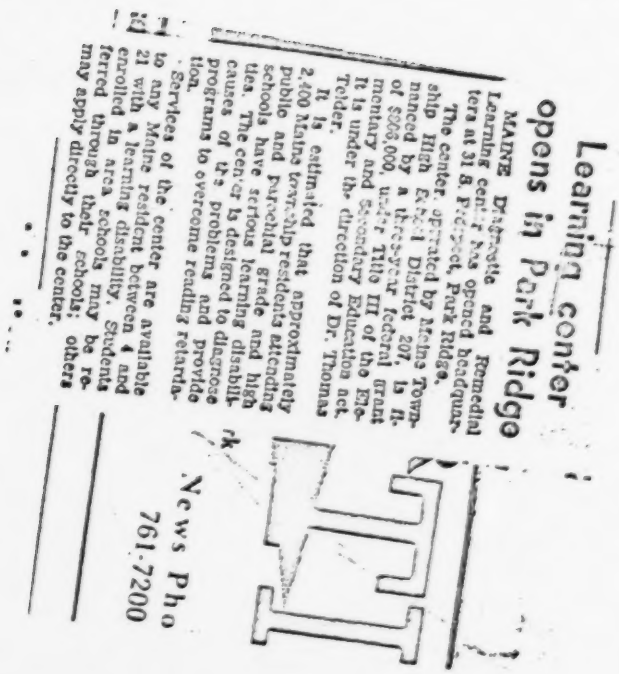
The program includes a counseling program for parents of children with learning difficulties, and a work-study program to reclaim dropouts. In addition, in-service training is provided to increase teacher competence in helping disabled students.

Dr. Thomas Telder, asst. prof. of education, Northern Illinois university, De Kalb, directs the program. Other specialists on the staff include psychologists, social workers, teacher consultants, learning disabilities teachers, and reading specialists.

Supplementary medical professionals associated with the program include pediatricians, psychiatrists, neurologists, nurses, opthalmologist and otolaryngologist.

The Pennoyer school program began Nov. 2.

8-1-67



# Learning center opens in Park Ridge

MAINE District 207 and Remedial Learning centers has opened headquarters at 31 S. Fred[illegible], Park Ridge.

The center, operated by Maine Township High School District 207, is financed by a three-year federal grant of $368,000, under Title III of the Elementary and Secondary Education act. It is under the direction of Dr. Thomas Tolder.

It is estimated that approximately 2,400 Maine township residents attending public and parochial grade and high schools have serious learning disabilities. The center is designed to diagnose causes of the problems and provide programs to overcome reading retarda-

tion.

Services of the center are available to any Maine resident between 4 and 21 with a learning disability. Students enrolled in area schools may be referred through their schools; others may apply directly to the center.

News Pho
761-7200

D.P. Sub. Times

# Learning Center 9-26-67

## Established Here

DES PLAINES—

A diagnostic and remedial learning center will be established in Des Plaines at South school in the next two to three weeks, as part of the Maine Township program for learning problems.

The program is funded by the federal government under the Title III allotment, and is handled through the state.

District 62's commitment in the program is to supply part of the personnel to staff it. Three of the four teachers will come from the district. All will be reading specialists, one at the junior high level, the other three elementary.

P.R. HERALD 9-25-67

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# Plan reading center

Dr. Thomas V. Telder, new director of Maine Township Diagnostic Remedial Reading Center, has qualifications, one of which might seem very important to parents of area students. He has three daughters of his own, aged 10, 12 and 14.

Dr. Telder arrived in August to fill the director's position of the newly funded Center, in which school districts of Maine Township will participate.

"As yet, the program has not been set into operation," said Dr. Telder, "But tenative plans are for a remedial learning center to be set up in each district, staffed with reading specialist, elementary and junior high teacher consultant, and a learning disabilities teacher."

Also plans are for one diagnostic center to be located at 33 Prospect ave., Park Ridge. "Here a social worker would be employed, an itinerant teacher, and a phsycologist," stated Dr. Telder, "And medical professionals' services could be contracted, such as neurologist, pediatrician, psychiatrist, and others."

The Center is not intended to take over any of the very fine services already set up in the districts, but is intended to supplement existing programs, according to Dr. Telder.

Students, recommended by the schools, would not be mentally retarded or low ability, but would have met with a lack of success in learning. And without being able to read, or to read well, it's a bit difficult to complete study requirements.

"There are so many difficulties which arise due to reading problems, such as emotional instability and other social problems," commented Dr. Telder.

Dr. Telder was a speech therapist for 7 years, coordinator for the speech departments in Grand Rapids school, elementary school principal.

Then he went back to school. He received a doctorate at Michigan State, and studied teacher education and human development.

"It has been estimated that 6 per cent of students may need this help in remedial reading," stated Telder, "If this is correct, the number in Maine Township could run into 2,225."

DR. THOMAS V. TELDER

"The basic concept of this center was considered two years ago," told Dr. Richard Short, superintendent of District 207. "To receive federal funds under the Title III of bill, a project must be submitted which would be innovative, creative or exemplary."

"We applied for and received a planning grant to probe this area in education in 1966. Three school staff members, one from elementary District 62, two from high school District 207 went around the country to observe and get ideas."

"When we presented our concept, it consisted of 100 pages. It was accepted, and we were granted funds for a three year experimental program. So this is an original plan."

School districts which sent accompanying statements with the grant application were Maine Township High School District 207, Des Plaines Elementary School District 62, East Maine Elementary School District 63, and Peneyor Elementary School District (located south of the tollway on Cumberland).

"Services are to be available to all students in Maine Township, including parochial schools," said Dr. Short.

The purpose of the program is defined by Dr. Short. "We went to solve some of these learning problems early in the child's school career, so that he may acquire a different kind of education than would be possible if nothing was done. The longer a problem persists, the more problems we will have in providing an adequate education."

Titles Review 11-2-67

# Telder to Direct School's Crucial Reading Center

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Dr. Thomas V. Telder, (center), director of Maine Township's Diagnostic and Remedial Learning Centers, holds a typical staff meeting at centers offices, 33 S. Prospect ave., Park Ridge. The centers, operating under a Title III ESEA grant, have helped many children in school Districts, 62, 63, 79 and 207.

## Diagnostic and Remedial

# Learning Center Begins

The Maine Township Diagnostic and Remedial Learning center, administered by Township High School Dist. 207, is rapidly beginning to fulfill the needs of the young people of Maine township.

Located at 33 S. Prospect ave., Park Ridge, the center, which serves both public and non-public schools, has been busy since August, 1967, developing its role within the educational structure of the community.

The center intends to provide educational, diagnostic and remedial services to selected students in Maine township who are so handicapped by their inability to make use of communications skills, particularly reading and writing skills, that their school experience becomes one of frustration and failure.

This project provides innovative and exemplary educational services as outlined by Title III of the Elementary and Secondary Education act (P.L.89-10), which granted the district $364,890 for the first year's operation.

According to Dr. Richard R. Short, superintendent of schools for Dist. 207, this Title III Proposal limits its program to "models" within school systems.

Therefore, only a relatively small number of students within a school district may be served directly in selected "model schools."

Federal funds will be gradually phased out after a three-year period of time, and local school districts, if they so desire, may then develop parts of the model programs which have proven successful and may continue the programs with local school district financing.

In the spring of 1966, a planning grant of $22,629 was awarded to the high school district, and a planning committee was employed that summer to prepare the project application.

Members included: Fred G. Swinnerton, Jesse Garrott and Neil Bennett.

Some time was spent in traveling to observe outstanding hospital, community, public school and university programs designed for children with reading and communication problems.

The planning committee learned that there are large communication gaps between the medical and educational professions' understanding of children with learning problems. A school program which brought in medical and university specialists for intense interaction was needed.

Park Ridge HERALD
Thursday, February, 15, 1968


# To Fulfill Youths' Needs

To accomplish this, the planning committee, in cooperation with local school administrators, public service agencies, university consultants, the office of the Cook County Superintendent of Schools and the office of the Illinois Superintendent of Public Instruction, prepared an application which was approved and funded by the Office of Education in Washington, D.C.

The Title III program has been developed to establish the following educational service for Maine township:

1. A clarification of the extent and types of reading and communication problems among Maine township children ages 4 through 21.
2. Cooperation by the township's public and private school administrators in the discussion and solutions of common problems associated with underachievers.
3. Cooperation among the fields of education, psychology, and medicine in the interest of seeking out solutions for the problems of school failure.
4. Provision for innovative and exemplary diagnostic and remedial school programs which will be observed by other communities.
5. Exploration of the possibilities of an expanded workstudy and job training program for potential or actual drop-outs through an increased involvement of community resources.
6. Planning for necessary curriculum changes.
7. Provision for in-service training for teachers and for parent counseling.

It is for children with special problems and their parents and teachers that the Maine Township Diagnostic and Remedial Learning center has been established . . . to provide equal educational opportunities to all children, remembering that equality is not achieved by providing identical school programs for all children, but rather by making available through special teaching procedures and curriculum content, the needed adjustments that will enable any child with an unusual problem to work toward his potentialities at his own pace.

# Maine's Remedial Centers Continue Aid to Student

The Diagnostic and Remedial Learning Centers for Maine Township, sponsored by Township high school District 207 and operating under a Title III ESEA grant, are well into the second year of meeting the needs of youngsters in the Maine Township area having learning problems.

The Centers, under the direction of Dr. Thomas V. Telder, are designed to identify the students working below capacity, diagnose the problems limiting their achievement, and prescribe remedial work to bring them up to their potential. Services ranging from special classroom help to complete multi-disciplinary diagnosis is offered all public and parochial students in the township.

Remedial Learning Centers have been set up at Maine South high school and at certain "pilot" schools in each of the three participating elementary school districts (Districts 62, 63, and 79.) These remedial centers are staffed by teacher consultants, reading specialists and learning disabilities teachers.

At South school in Des Plaines, the "pilot" school for District 62, Rose Pech is the center's teacher consultant; Jean Callaghan is the learning disabilities teacher; and Janet Pigman is the reading specialist. Robert Jacobsen is the teacher consultant at Iroquois Junior high school in District 62.

At the Pennoyer school in District 79, Margaret Perez is the reading specialist assigned to the Remedial Learning Center there; Suzanne Sieger is the teacher consultant, and Anne Finger is the learning disabilities teacher.

At the Mark Twain school's Remedial Learning Center in District 63, Judith Graham is the teacher consultant. Working with her are Jean Rothbaum, language specialist, and Shirley Schechtman, learning disabilities teacher. Mary K. Newman is the Junior high school teacher consultant at East Maine Junior high school.

The Remedial Learning Center at Maine South high school has three reading specialists working with Don Wixted, teacher consultant. They are: Laura Johnson, Mario Campanaro and Richard Dervin.

In addition to the Remedial Learning Centers at the "pilot" schools, there is a Diagnostic Center located at 33 S. Prospect ave., Park Ridge. Directed by Dr. Telder, it is staffed with a social worker, itinerant teacher, psychologist and psychiatrist. Here, the student with a more complex learning disabilities problem can be provided with a comprehensive, multi-disciplinary diagnosis for a more extensive evaluation.

Personnel of the Diagnostic and Remedial Learning Centers provide in-service training to teachers and other educational personnel to make them more able to recognize and work with the child having learning difficulties. The centers also provide an information and advisory service for parents, to insure their understanding and receive their cooperation in aiding the child with learning disabilities.

Another function of the centers is to identify and provide remedial work to help reclaim the potential dropout who almost invariably has learning difficulty in communication skills.

# Diagnostic Center Fulfilling Needs

The News 2-15-68

THE MAINE Township Diagnostic and Remedial Learning Center, administered by High School Dist. 207, is rapidly beginning to fulfill the needs of the young people of Maine Township.

Located at 33 S. Prospect ave., Park Ridge, the center serves both public and non-public schools.

This project provides innovative and exemplary educational services as outlined by Title III of the Elementary and Secondary Education Act, which granted Dist. 207, $364,890 for the first year's operation.

**Dr. Thomas V. Telder, formerly a professor of education at Northern Illinois University is project director.**

According to Dr. Richard Short, superintendent of schools for Dist. 207, this Title III proposal limits its program to "models" within school systems.

Therefore, only a relatively small number of students within a school district may be served directly in selected "model schools."

HOWEVER, all schools in Maine Township, both public and private, will benefit through their evaluation and observation of Title III activities within the model schools, he said.

The Title III program was begun in 1967 to establish the following educational services for Maine Township:

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2. Cooperation by the township's public and private school administrators in the discussion and solutions of common problems associated with underachievers.

3. Cooperation among the

# Title III Parents To Meet

Parents of children attending the Title III program in Dist. 62 at South school and Iroquois Junior high school, Des Plaines, are invited to an informational meeting Thursday evening, Feb. 22, at 8 p.m.

The meeting will be held at the Maine Township Diagnostic and Remedial Learning center, 33 S. Prospect ave., Park Ridge.

At this meeting the parents will see the movie, "Why Billy Couldn't Learn,' and meet their child's teacher, as well as the parents of other children in the program.

There will be an opportunity to ask questions about the child's involvement in the program, the type of work that is being done, and how this work is expected to aid the child in his regular classroom performance.

7-1-68

*Now In Session*

# *Remedial Center Summer Workshop*

Janet Pigman (extreme left) and Jean Callaghan (standing), members of the Diagnostic and Remedial Learning Center staff, working with Maine Township teachers Ursula Harvey, Karen Chapek and Barbara Knight, in developing techniques and materials for helping children with reading and communications difficulties.

A selected group of 48 elementary, junior high, and senior high school teachers and administrators are attending a summer workshop conducted by the Maine Township Diagnostic and Remedial Learning center, under the direction of Dr. Thomas V. Telder.

The workshop at Iroquois Junior high school, started mid-June and continues until July 26.

The Maine Township Diagnostic and Remedial Learning center, 33 S. Prospect in Park Ridge, is set up to provide innovative and exemplary educational services as outlined by Title III of the Elementary and Secondary Education Act. It is administered by Township high school district 207, under Dr. Richard R. Short, superintendent of schools.

At the workshop, meeting at Iroquois Junior high school, members of the center's staff work with teachers in developing instructional techniques and curriculum materials for use with students with reading and communication difficulties.

**Pupil Failures**

Workshop teachers are also becoming acquainted with the causes of pupil failures and the necessity for early educational remediation.

A group of school administrators are working with teachers and children during the summer to gain more experience with the learning problems of children and the educational modifications which these problems require.

Neil Bennett, workshop co-ordinator, and the staff of the Diagnostic and Remedial Learning center are providing leadership in the administration of this summer training program.

## New Teaching Methods

Miss Janet Pigman is shown teaching children of the Title III program at South elementary school. Parents of children attending the Title III program in District 62 at South school and Iroquois Junior High school are invited to meet Feb. 22, 8 p.m., at the Maine Township Diagnostic and Remedial Learning center, 33 S. Prospect ave., Park Ridge. Parents will see the movie, "Why Billy Couldn't Learn," and meet their child's teacher. There will be a question period.

CHICAGO TRIBUNE, SUNDAY, JULY 14, 1968

# Slow Readers Brought Into Education System

A select group of 48 elementary, junior high, and senior high school teachers and administrators from the northwest suburbs are working hard this summer to bring slow readers into the educational process.

The teachers and administrators are attending a special workshop run by the Maine Township Diagnostic and Remedial Learning center, 33 S. Prospect av., Park Ridge. Five mornings a week for six weeks the participants plan and create new curriculum approaches and materials for students needing remedial education.

At a special "bring and brag" session last week the workshop groups shared some of their ideas. "The results have been fantastic," said Neil Bennet, workshop director.

### New Approaches

Some had developed entirely new approaches to teaching sentence construction, he said, many of them featuring materials that can be listened to or seen pictorially. The listening library, for instance, allows a student who has difficulty reading assigned material to go to the special tape library and listen to an abridged version.

This approach can often rekindle the interest of a student who has become disenchanted with standard curriculums and their heavy emphasis on reading and writing skills.

Such materials are time-consuming to prepare, however, and seldom attract the interest of educational supply houses interested in larger markets offered by standard texts.

### Break Failure Pattern

The workshop program is designed to give a small group of teachers and administrators the know-how and time to create special materials which will break the failure pattern of slow students.

Thomas Telder, director of the center sponsoring the summer workshop, believes the classroom teacher approach is the key. "Too many curriculum programs are designed on a general level for a whole district. In this workshop we are letting teachers design specific programs for their classes," he said.

### Generates Excitement

The approach has generated considerable excitement among participants. One high school science teacher is deeply involved in selecting special slides used for advanced science classes, editing them for video tape representation, and adapting scripts to exclude scientific jargon.

Another group of administrators works one day with problem students, the next with workshop teachers.

### Roles Reversed

"What are you doing for the kids we taught yesterday," they ask.

By reversing administrator and teacher roles, the workshop leaders hope to expand both groups' sensitivity to the slow student.

Bennet said the workshop will cost $34,000. Teachers are paid regular summer wages to attend. The Maine Township school districts are providing money for materials, which can be used again next year.

### Funded by Title III

Money for the workshop comes from Title III of Elementary and Secondary Education act funds which allowed the diagnostic center to begin last year. Title III funds provide seed money for pilot programs, the success of which, it is hoped, will convince local districts to fund their own.

"Teachers have long felt the need for time to develop special materials," Bennet said. "We are finally giving them that time. September should be very exciting when these people go back to their schools."

The workshop is held at the Iroquois Junior high school in Des Plaines and runs from June 17 to July 26.

7-18-68
PRECURSER PAPERS
MORTON GROVE-NILES

ADVOCATE - PARK RIDGE

# *Area Educators Take Part In Remedial Workshop*

A group of 48 elementary junior and senior high school teachers and administrators are currently attending a summer workshop conducted by the Maine Township Diagnostic and Remedial Learning Center in Iroquois Junior high in Des Plaines under direction of Dr. Thomas V. Telder.

The workshop, will continue until July 26.

The Maine Township Center, 33 S. Prospect, in Park Ridge, is set up to provide innovative educational services as outlined by the federal government Title III of the Elementary and Secondary Education Act. It is administered by Maine Township high school District 207, under Dr. Richard R. Short, superintendent.

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Bennet said the workshop will cost $34,000. Teachers are paid regular summer wages to attend. The Maine Township school districts are providing money for materials, which can be used again next year.

### Funded by Title III

Money for the workshop comes from Title III of Elementary and Secondary Education act funds which allowed the diagnostic center to begin last year. Title III funds provide seed money for pilot programs, the success of which, it is hoped, will convince local districts to fund their own.

"Teachers have long felt the need for time to develop special materials," Bennet said. "We are finally giving them that time. September should be very exciting when these people go back to their schools."

The workshop is held at the Iroquois Junior high school in Des Plaines and runs from June 17 to July 26.

Clipping Tribune 7-21-68

*Second of Series*

# Workshop Aids Children With Learning Problems

**Editors Note: This article is the second article of a series of three that are appearing in the TIMES to inform our citizens of the programs and utilization of Iroquois Junior high school, Maple and Touhy aves., Des Plaines, during the summer months. The third and last article will appear in Thursday's TIMES.**

**by Carmen Knoblock**

The child with learning difficulties will now have available curriculum for his specific learning problems due to the study of 54 Maine Township area learners who have just completed a six week summer workshop at Iroquois Jr. high school.

The summer workshop was sponsored by the Maine Township Diagnostic and Remedial center, 33 S. Prospect, Park Ridge, was made possible by the Title III program which was initiated early last year by a federal grant.

All of the workshop participants have been planning, writing, adapting, and creating new curriculum for the child that has become disillusioned with the standard curriculum and has failed to achieve success in it.

**The children with learning difficulties are those who are having problems with reading and language problems. This new material will help those having these difficulties from kindergarten through 12th grade.**

Neil Bennett, director of the summer workshop, and assisted by Don Wixted, and Bob Jacobsen, is hopeful that not just these 54 teachers will know how to deal with these children, but that eventually all teachers will be attuned to the child with learning difficulties and be trained to help them.

The workshop, costing $34,000 has long been needed to develop special material for children with learning problems, which do not get that extra needed attention nine months of the year.

All of the participants received summer salaries and have found that the workshop has been very fruitful in producing new ideas and approaches to help this particular child who is in the minority in [illegible] room.

Money for the workshop was supplied by Title III of Elementary and Secondary Education act funds which allowed the Maine Township Diagnostic and Remedial center in Park Ridge, to begin last fall.

Title III program was initiated and born from a "Reading and Communication" proposal by three Maine township teachers in District 207 a few years ago. The proposal was approved by the superintendent and assistant superintendent of District 207. It then went to Washington where money was provided for a study to be taken on a nation wide scale of other children with learning problems in various cities and suburbs. Finally, a grant was obtained and Title III program was launched.

Title III program, which just ended its first year in action, has two more years to go under the federal grant, and then it will be up to the taxpayers to support or to reject it.

**The summer workshop of Title III program, in conjunction with the Maine Township Diagnostic and Remedial center, is providing strong and sound help for those children who have needed the same attention as the children who do not have learning problems.**

The third and last article will deal with Title I summer program which is working with [illegible]

TEACHERS WORK at creating curriculum for children with learning difficulties during Title III program at Iroquois school this summer. At table are (left) Janet Sator, Dist. 62; Bob Jacobson, Title III (center) staff member; Linda Schenk, East, 62; and Mary Kay Kelly, also from the center. Not present is director of the sessions. The center is located at Park Ridge and serves children from all Maine Township schools. (Jon Sims photo)

EMIL F. ORENIC, Iroquois language-arts teacher is himself a student at the school this summer, under the Title III program funded by federal grant. Teachers are setting up special curriculum for children with learning difficulties. They utilize many means and improvise new ways of presenting material. Orenic, who is also president of Des Plaines Education Association, is herewith creating a word game.

PICKWICK NEWSPAPERS —Thursday, October 31, 1968

# Maine Remedial Center Begins Second Year

The Diagnostic and Remedial Learning Centers of Maine Township, sponsored by High School District 207 and operating under a Title IIIESEA grant, are beginning the second year of operation. A Dist. 207 release this week explained the operation.

The centers, under direction of Dr. Thomas V. Telder, are designed to identify students working below capacity, diagnose problems limiting achievement, and prescribe remedial work to bring them up to potential.

Services ranging from special classroom help to complete diagnosis is offered all public and parochial students in the township.

Remedial Learning Centers have been set up in Maine South and at certain pilot schools in each of the three participating elementary school districts. The centers are staffed by teacher consultants, reading specialists and learning disabilities teachers.

The center in South has three reading specialists working with Don Wixted, teacher consultant. They are Mrs. Laura Johnson, Mario Campanaro and Richard Dervin.

A diagnostic center located in 33 S. Prospect, Park Ridge, directed by Dr. Telder, it is staffed with a social worker, itinerant teacher, psychologist and psychiatrist. The student with a more complex learning disabilities problem may be diagnosed in the center.

Personnel of the diagnostic and remedial learning centers provide in-service training to teachers and other educational personnel to make them more able to recognize and work with the child having learning difficulties. The centers also provide an information and advisory service for parents to insure understanding and receive cooperation in aiding the child.

Another function of the centers is to identify and provide remedial work to help reclaim the potential dropout who often has learning difficulty in communication skills.

# *Area Educators Take Part In Remedial Workshop*

A group of 48 elementary junior and senior high school teachers and administrators are currently attending a summer workshop conducted by the Maine Township Diagnostic and Remedial Learning Center in Iroquois Junior high in Des Plaines under direction of Dr. Thomas V. Telder.

The workshop, will continue until July 26.

The Maine Township Center, 33 S. Prospect, in Park Ridge, is set up to provide innovative educational services as outlined by the federal government Title III of the Elementary and Secondary Education Act. It is administered by Maine Township high school District 207, under Dr. Richard R. Short, superintendent.

10-21-68
D. PLAINES
JOURNAL

# Maine's Remedial Centers Continue Aid to Student

The Diagnostic and Remedial Learning Centers for Maine Township, sponsored by Township high school District 207 and operating under a Title III ESEA grant, are well into the second year of meeting the needs of youngsters in the Maine Township area having learning problems.

The Centers, under the direction of Dr. Thomas V. Telder, are designed to identify the students working below capacity, diagnose the problems limiting their achievement, and prescribe remedial work to bring them up to their potential. Services ranging from special classroom help to complete multidisciplinary diagnosis is offered all public and parochial students in the township.

Remedial Learning Centers have been set up at Maine South high school and at certain "pilot" schools in each of the three participating elementary school districts (Districts 62, 63, and 79.) These remedial centers are staffed by teacher consultants, reading specialists and learning disabilities teachers.

At South school in Des Plaines, the "pilot" school for District 62, Rose Pech is the center's teacher consultant; Jean Callaghan is the learning disabilities teacher; and Janet Pigman is the reading specialist. Robert Jacobsen is the teacher consultant at Iroquois Junior high school in District 62.

At the Pennoyer school in District 79, Margaret Perez is the reading specialist assigned to the Remedial Learning Center there; Suzanne Sieger is the teacher consultant, and Anne Finger is the learning disabilities teacher.

At the Mark Twain school's Remedial Learning Center in District 63, Judith Graham is the teacher consultant. Working with her are Jean Rothbaum, language specialist, and Shirley Schechtman, learning disabilities teacher. Mary K. Newman is the Junior high school teacher consultant at East Maine Junior high school.

The Remedial Learning Center at Maine South high school has three reading specialists working with Don Wixted, teacher consultant. They are: Laura Johnson, Mario Campanaro and Richard Dervin.

In addition to the Remedial Learning Centers at the "pilot" schools, there is a Diagnostic Center located at 33 S. Prospect ave., Park Ridge. Directed by Dr. Telder, it is staffed with a social worker, itinerant teacher, psychologist and psychiatrist. Here, the student with a more complex learning disabilities problem can be provided with a comprehensive, multi-disciplinary diagnosis for a more extensive evaluation.

Personnel of the Diagnostic and Remedial Learning Centers provide in-service training to teachers and other educational personnel to make them more able to recognize and work with the child having learning difficulties. The centers also provide an information and advisory service for parents, to insure their understanding and receive their cooperation in aiding the child with learning disabilities.

Another function of the centers is to identify and provide remedial work to help reclaim the potential dropout who almost invariably has learning difficulty in communication skills.

Dr. Thomas V. Telder, (center), director of Maine Township's Diagnostic and Remedial Learning Centers, holds a typical staff meeting at centers offices, 33 S. Prospect ave., Park Ridge. The centers, operating under a Title III ESEA grant, have helped many children in school Districts, 62, 63, 79 and 207.

# To Explain Title III Program To South School PTA

South school PTA will present a unique program describing the Maine Township Title III program Tuesday, Feb. 18, 8 p.m. in South school's multi-purpose room, Everett and Cora sts.

Title III is a three-year Federal grant program to education in learning problems. It has been in existence for two years in Maine Township and South school was selected as a pilot school in this endeavor.

Children selected for Title III are those who have difficulties in one or several subjects noticed by the teacher under normal classroom conditions. Both parents and teachers have found the program highly beneficial during the past two years. It is hoped that the aid to teachers that this program affords and the demonstration of techniques will encourage area schools to set up similar programs financed by their particular school districts.

Mrs. Rose Pech, Miss Janet Pigman, Miss Anne Finger and Mrs. Lucy Hayward, all members of Maine Township Title III Center staff will conduct the PTA program. A demonstration of special materials used in the program and slides prepared by the Center's staff will be shown. The integration of information, materials and methods into the classroom curriculum will be discussed.

Parent groups have been an integral part of the Learning Center Program and information concerning development in this area will be presented. A discussion of the future development will conclude the program with time being allowed for parents and teachers to ask questions they might have concerning Title III.

Feb. 18 also is Founders Day for the PTA. Honored guests at the meeting will be South school's past PTA presidents. A brief business session will be held, and the nominating committee will report on the election of PTA officers for the 1969-70 school year.

Tuesday evening's meeting will begin with colors presented by Webelo Den 2. Frank Pintz will play the Star Spangled Banner on the accordion, and mothers of fifth grade students will serve refreshments at the close of the meeting.

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Regretting yesterday and fearing tomorrow will get us noplace, today.

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Our word "Kernel" comes from "Canis" meaning dog, as grains of corn often looked like the teeth of puppies.

Des Plaines Journal 2-17-69

# Educators Visit Center

Six prominent Louisiana educators paid a visit recently to the Maine Township Diagnostic and Remedial Learning Center, 33 S. Prospect ave., Park Ridge, to learn first hand of the functions of the Title III Center and the progress and success which this federally funded project has had in the community. The Maine Diagnostic and Remedial Learning Center, under the direction of Dr. Thomas V. Telder, had been recommended to the group as one of the outstanding Title III projects in the country.

Dr. Richard R. Short, Superintendent of High School District No. 207 which administers the Title III project (under the Elementary and Secondary Education Act) was on hand to greet the visitors and speak to them concerning the organization of the school districts in the township, cooperation and planning for this and other township programs in education, and current plans for the continuation of the project through an in-service training program for teachers during the 1969-70 school year.

The visitors, representatives of the Louisiana State Advisory Board for Title III, included B. M. Woodward, M.D., member of the Louisiana State Board of Education; Samuel J. Medica, Louisiana State Coordinator of Title III; Wade H. Davis, Superintendent of Schools in Alexandria, La.; G. J. LeDet, Special Advisor for federally funded programs in Louisiana; Mildred J. McCormich, Principal of Alexander Elementary school in Shreveport, La.; and Curtis Bradshaw, Superintendent of Vernon Parish schools in Leesville, La.

Dr. Telder introduced his staff to the visitors and gave a brief history of the Center since it was established in 1967 to meet the needs of youngsters in the area having learning problems. The Center is designed to diagnose the causes of learning problems and provide programs to overcome reading and communication disabilities. Services ranging from classroom help to a complete multi-disciplinary diagnosis is offered to all public and parochial school students of Maine Township.

A slide-tape presentation of the Center was shown to the visitors, and members of the staff assisted Dr. Telder in explaining its functions, its teacher-training and in-service programs, and answering visitors' questions.

The Louisiana educators were especially interested in the Center's program for the coming school year. As this will be the final year for federal funds for this Title III program, measures are being taken to insure greater service for a greater number of youngsters with learning disabilities through the establishment of a teacher in-service training program to be conducted at the Center at 33 S. Prospect, Park Ridge. Here, teachers will be trained to help them better understand the learning process, the learning problems of children, remedial approaches, and the latest innovations in teaching techniques, curriculum and curriculum materials.

Dr. Kenneth Beasley, Director of Research Grants at Northern Illinois university and Evaluation Consultant at the Center, spoke to the Louisiana visitors on the development and function of the Diagnostic Center's program in relation to the purposes of Title III projects.

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Y, JULY 1969

Life Newspapers 7/10/69

# Louisiana educators visit learning center

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The center, under the direction of Dr. Thomas Telder, had been recommended to the group as one of the outstanding Title III projects in the country, school representatives said.

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HERE, TEACHERS will be trained to help them understand better the learning process, the learning problems of children, remedial approaches, and the latest innovations in teaching techniques, curriculum and curriculum materials.

NORTHBROOK STAR 12-22-69

# Diagnostic Learning Center Evaluates Student's Capacity

By ELAINE MEHLMAN

Dr. Thomas V. Telder, director of the Maine Township Diagnostic Learning Center, estimates that 15 to 22 percent of students in schools have problems severe enough to keep them from reaching their full potential.

Pilot programs in High School District 207 bring professional services directly to the classroom teacher where they can be utilized effectively rather than the special program which becomes a "dumping ground" for children with problems.

Dr. Telder was a guest speaker at the recent two-week "Woman Power" seminar sponsored by the National College of Education. The seminar stressed aid to children with learning disabilities as well as opportunities open to women in education.

The Diagnostic Learning Center is part of an overall project known as PACE, Projects to Advance Creativity in Education. PACE was created by Congress in 1965 under Title III of the Elementary and Secondary Education Act. Maine Township High School District 207 was granted a three-year $850,000 budget by ESEA to operate the center.

The program focuses on the child with learning difficulties in reading and communication skills. Students with problems in these areas, Dr. Telder said, usually are doomed to failure in school. They often become school dropouts which leads to difficulties in adult life.

The center's goal is to improve their chances of success by identifying their problems as early as possible, helping to overcome them, and preparing the young people for a more fruitful adult life.

"This is a large order to fill, helping the individual child who does not learn like other students," Dr. Telder asserted, "but it can be done with the cooperation of psychologists, parents, social workers, medical professionals, and the individual classroom teacher."

To help these students, teachers must know the process each child goes through to learn. Endless specific programs for too many groups often result in waiting too long and ending up with a report that contains little that is new, according to Dr. Telder.

The best single source of recognizing a child with learning problems is the classroom teacher, he said. Informal assessment is more valuable than constant testing.

Dr. Telder pointed out that in many communities these students are not served because the agencies don't work together. He believes a single individual or a single group is needed to effect a change.

Because of the innovative nature of the project, referrals for student services generally are limited to children attending schools in which a remedial learning center has been established.

The in-training Diagnostic Learning Center is located at 33 S. Prospect Av., Park Ridge. It serves participating school districts East Maine, Pennoyer, Des Plaines, Maine Township High School District 207, and the nonpublic schools of Maine Township.

Ninety teachers can be accommodated by the center throughout the school year, which is divided into 10 training periods. The teachers are selected on a quota basis by their respective districts.

The teachers are released two days a week to work with the center staff. Then they return to the classroom to apply the methods learned.

The classroom teacher initially is able to recognize signs that indicate learning difficulties such as hyperactivity, short attention span, immaturity, or a hearing problem. A high school troublemaker may be acting-up to cover frustration due to learning inabilities.

After a child with serious reading retardation or learning difficulties has been identified, a teacher consultant or educational diagnostician interviews his teacher or teachers.

He is observed in the classroom and his school records are studied. Based on this accumulated data, an initial educational assessment is made.

The teacher consultant then decides on additional screening or enrolls him with the reading specialist for individual or small group, out-of-class, remedial work.

Other alternatives may be to assign the student to the learning disabilities teacher for perceptual motor training, improvement in language difficulties, or remedial reading instruction.

A fourth course of action is to keep the student in the classroom for corrective teaching by the classroom teacher with the use of appropriate instructional materials.

In addition to these combined efforts to assist the individual student, the Diagnostic Learning Center will, on request, make a far more extensive evaluation and a further estimate of the student's learning capacity.

"I don't believe kids do not like to learn," Dr. Telder said. "They are naturally curious. We at the center must find out what is there and then work with it."

carrying out the ed... ...onal pro... ...eeds.

# 207 Okays Program

The establishment of an in-service education program designed to help the professional staff of the Maine high schools deal more effectively with the learning problems of their students was proposed, discussed and approved by the District 207 Board of Education.

The in-service education team, comprised of three teacher-consultants and a psychologist (serving part time), will be retained from the staff of the Maine Township Diagnostic and remedial Learning Center, a Title III program now in its third and final year under federal funding. The education team will provide consultative services to any high school teachers seeking ways to help students with learning disabilities. The program will be available at the beginning of the 1970-71 school year.

Color schedules for materials and surfaces of the new Maine North high school were also considered at the board meeting. Donald Stillwaugh, school architect, presented samples of materials and colors proposed for the environmental design and treatment at the new school by the architectural firm of Caudill, Rowlett & Scott, Inc., of Houston. Walls, flooring, lockers and equipment will be color correlated throughout the facility.

In other action the board authorized Harold Markworth, the district's business manager, to negotiate for the sale of $900,000 in tax anticipation warrants for the educational fund at the lowest possible interest rate, not to exceed 6 per cent.

Roy Makela, chairman of the building and grounds committee, reported that Phase II of Maine East's biulding project is expected to be completed by June 1. The project includes the new learning resource center and the special education facility, as well as renovation of a small greenhouse area.

In a report to the board regarding the staffing of Maine North, Principal Robert A. Wells said the transfer of teachers from the three existing high schools has been completed, barring unusual circumstances that may arise. It is expected that the certified staff of Maine North will not exceed 85, with 59 staff members transferred.

The annual school board election was another matter discussed at the meeting Monday evening. Petitions have been filed with the board secretary to place the following names on the ballot for the April 11 election: Michael W. Bartos, 3122 Stillwell dr., Des Plaines; Roy O. Makela, 8051 Octavia ave., Niles; Mrs. Sylvia McNair, 8150 Davis ave., Niles; and the Rev. David L. Graham, 9046 Home ave., Des Plaines. Makela and Graham are present members of the board.

William Slivka and Joann Loeding, of Maine West's office occupations program, were commended for winning first place in area contests.

Voting precincts will be the same as those established by School Districts 34, 52, 63, 64, and 79.

## APPENDIX F

In-Service Demonstration Workshop Schedule for Phase III

MAINE TOWNSHIP
DIAGNOSTIC LEARNING CENTER
33 So. Prospect Ave.
Park Ridge, Illinois

## FIRST DAY

Morning Session 9:00-12:00

Welcome and Introductions
Administration Information
(Workshop schedule, attendance, parking, coffee, etc.)

Program Outline:
Four weeks at Diagnostic Learning Center
a. Introduction to child with learning problems
b. Identification
c. Diagnostic Tools
d. Remedial techniques
e. Creation and use of materials
Two weeks in class with Diagnostic Center staff assistants

Coffee Break

Group Interaction (Agree - Disagree)

Afternoon Session 1:00 - 3:00

Case Study (Evaluation)

Introduction and Definition of Learning Difficulties

## SECOND DAY

### Morning Session

Introduction and Definition of Learning Difficulties

Lecture and Discussion of the Following Learning Processes

| Visual Learning | Auditory Learning |
|---|---|
| Discrimination | Discrimination |
| Memory | Memory |
| Sequencing | Sequencing |
| Motor | |

Auditory - Visual Association

Symbolic Concept Formation

### Afternoon Session

Lecture and Demonstration of Teacher Diagnostic Techniques

a. observation
b. rating scales
c. student self learning analysis

## THIRD DAY

### Morning Session

#### Classroom Assessments

a. WISC
b. Detroit
c. Bender - Gestalt
d. Figure Drawings

#### Emotional Factors as Influence on Behavior

a. Interaction with children
b. Weakness, neurosis picked up in teacher by child
c. Help from special services
d. Relationship with home and parents
e. Example given by Teacher:
   Child that emotionally disturbed the Teacher

### Afternoon Session

#### General Classroom Techniques

VTR English L. Classes

A presentation describing a specific method of teaching that contains implications for education in general. Included is a lecture, visuals, video-tapes, question and answer periods, suggested alternatives for classroom presentation, and write-ups of entire procedure given to group members. The process is conducted in an informal manner in order to stimulate responses, either positive or negative, to the procedures described.

## FOURTH DAY

### Morning Session

Modalities of Learning

Auditory
- Reciptive
- Expressive

Visual
- Reciptive
- Expressive

Auditory - Visual Association

Receptive
- a. Reading
- b. Arithmetic

Expressive
- a. Spelling
- b. Written Language
- c. Arithmetic

Listening Skills

Presentation of program designed to improve skills in area of:
- a. Following directions
- b. Selecting details
- c. Detecting the main idea

Listening Library
- a. Technique used with poor readers
- b. Demonstration of prepared and teacher made materials
- c. Tapes used as supplementary instructional materials in several subject matter areas

Afternoon Session

Reading Assessment and Instruction

General Discussion
- a. Difficulty of textbooks
- b. Readability of books - Reading Calculator
- c. Does a student have to read a textbook to learn?
- d. Should all teachers teach reading?

Assessment
- a. Level of reading - independent, instructional, frustration
- b. Reading tests - group
- c. Informal inventory of skills in comprehension and vocabulary

Reading Skills
- a. Developmental skills in subject matter areas
- b. Techniques used to improve skills
- c. Compensatory methods

## FIFTH DAY

### Morning Session

Visual Aids

Controlled Reader (EDL & Cenco):
Designed to improve reading rate & comprehension.
Discussion of:

a. Reading rate at grade levels
b. Fixations & regressions in reading
c. Use of guided slot to aid eye movements
d. Programs

Tach-X and Flash-X (EDL & Cenco):
Designed to improve sight vocabulary skills, visual memory & visual discrimination.

Program

a. Seeing skills
b. Instant words
c. Instant word phrases

Flash-X & programs

Reading Programs & other subject materials for the "reluctant reader"

a. "The Way It Is"
b. Simulation Unit & other Social Science material
c. Science (Globe books, etc.)
d. Math programs, Continental Press
e. High interest low vocabulary material
f. Language Development Kits (Ginn, Peabody)

Auditory Aids

a. Use of tape recorders & creation of tapes
b. Head sets, earphones & listening station
c. Sound effects, records & tapes

Auditory - Visual

a. Checkered Flag Series, Bowmar Records, etc.
b. Creation of slide-tape programs (student & teacher)
c. Language Master
d. Creation of reading tapes to supplement reading materials

Games in areas of:

a. Gross Motor
b. Sequencing
c. Visual Memory
d. Categories
e. Phonics
f. Subject Areas (Math, English, etc.)

Practical demonstration & group participation.

Afternoon Session

Gross Motor Development: Use of large muscle groups

a. Rolling
b. Crawling
c. Running
d. Throwing
e. Walking

Sensory Motor Integration

a. Balance & rhythm
b. Body spatial orientation
c. Tactile discrimination
d. Directionality
e. Laterality
f. Time orientation

Perceptual Skills

VTR Gross Motor Work

Gross Motor as they affect classroom work

Remedial technique (games)

## SIXTH DAY

### Morning Session

Use of Special School Services

To determine and assist in meeting individual student needs:

a. Use of cum folder
b. Confer with Guidance Counsellor
c. School Psychologist as Consultant
d. Nurse re medical problems
e. Dean, Principal
f. Parents

When contact? by whom?
Parent-Teacher conferences the answer?
Group discussions

g. Student group discussions

## 6th, 7th and 8th DAYS

## OPTIONS

Individual Conferences
Individual Planning
Follow-up Session of Learning Process - (Vic)
Review of Filmstrips (EDL, Tach-X, etc.)
Classroom Visitations with Staff
Prepared Summer Workshop Materials
VTR Presentation (Vuckovich, Gross, McCarthy)
Development of Listening Skills
Screening Instruments - Slingerland, Botel, Frostig, etc.
Practice in use of Audio Visual Aids
Creation of Instructional Materials - Catalogs, Overlays, Tapes, Audio Visual Aids, etc.
Agree-Disagree
Movies (if available)
Student and Parent Discussion Groups
Paraphrasing Center Write-Ups
Establishing Rapport and Effective Working Relationships with children

Language Development
Brief Discussion on Analyzing Reading Problems
Written Language
The L.D, Student as Reader

DEALS and Alternative Methodology

This is a presentation of teacher-made exercised that served multiple functions:

1. to teach reading through the utilization of various methods
2. the teaching of basic skills; such as, concentration, retention, recall, etc. through the eight basic areas of learning
3. to be used as a teaching and diagnostic instrument

The method of presentation is lecture, visuals, videotaped examples and session for questions and answers (critique).